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ABSTRACT

The National Center for Education Statistics (NCES) sponsors the Teacher Follow-up Survey (TFS), conducted by the U.S. Census Bureau. The TFS provides information about teacher attrition. The sample is selected from teachers who responded to the Schools and Staffing Survey in the preceding year. The Census Bureau conducted the TFS in 1988-89, 1991-92, and 1994-95. During each of these surveys, the Census Bureau reinterviewed a subsample of the respondent teachers. In 1994-95, the reinterviews focused on current teachers who had remained in teaching after participating in the SASS. The TFS reinterview measured response variance in a subset of questions from the survey. Seventy-eight percent of the questions evaluated displayed high response variance, and only 5% displayed low response variance. The most problematic questions involved allocation of teacher time. Recommendations for survey improvement center on redesign of the questions about teachers' main activity and the substitution of "yes/no" questions for "mark all that apply." Five attachments contain recommendations, response variance formulas and measures tables, a conversion table, and the reinterview questionnaire. (Author/SLD)

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Response Variance in the
1994-95 Teacher Follow-up Survey

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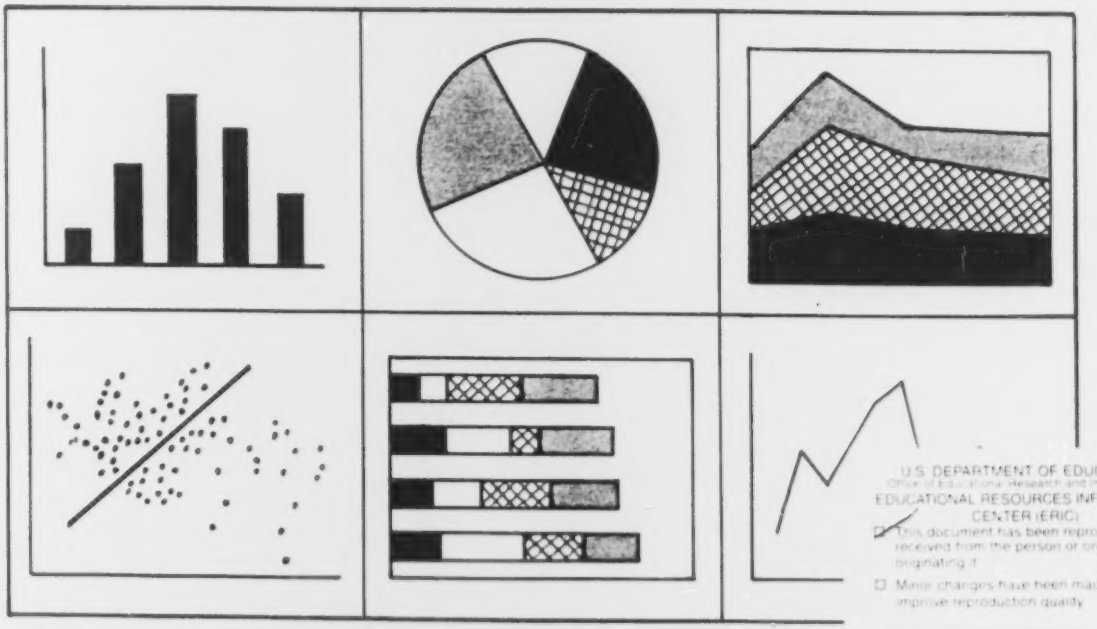
October 1998



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Response Variance in the 1994-95 Teacher Follow-up Survey

Working Paper No. 98-13 October 1998

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October 1998

Foreword

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The ***Working Paper Series*** was created in order to preserve the information contained in these documents and to promote the sharing of valuable work experience and knowledge. However, these documents were prepared under different formats and did not undergo vigorous NCES publication review and editing prior to their inclusion in the series. Consequently, we encourage users of the series to consult the individual authors for citations.

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Response Variance in the

1994-95 Teacher Follow-up Survey

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Prepared for:

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National Center for Education Statistics

October 1998

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I. Summary

The National Center for Education Statistics (NCES) sponsors the Teacher Follow-up Survey (TFS), conducted by the U.S. Census Bureau. The TFS provides information about teacher attrition. The Census Bureau selects the TFS sample from the teachers who responded to the Schools and Staffing Surveys (SASS) in the previous year. The Census Bureau conducted the TFS in 1988-89, 1991-92, and 1994-95.

During each of the three TFS surveys, the Census Bureau reinterviewed a subsample of the respondent teachers. The 1994-95 TFS reinterview focused on current teachers, who remained in teaching after they participated in the 1993-94 SASS. The 1988-89 and 1991-92 TFS reinterviews [1], [2], [3] also included both current and former teachers.

The TFS reinterview measured response variance in a subset of questions from the survey:

- questions the NCES deemed critical,
- questions suspected to be problematic, and
- new questions not previously evaluated

The reinterview evaluated many questions added to the "teaching methods" section of the 1994-95 TFS.

High response variance indicates a question is very problematic. Moderate response variance indicates a question is somewhat problematic. Questions that are not written clearly or that address difficult-to-measure concepts often suffer from moderate or high response variance.

A. Major Findings

Seventy-eight percent of the questions evaluated displayed high response variance. Only five percent displayed low response variance.

Two questions were particularly problematic:

1a *Is your time EQUALLY DIVIDED between two of the above listed activities?*

2 *What code from the list above best describes the activity you spend most of your time on during the work week; that is, what is your main activity?*

These questions were revised after the 1991-92 TFS, but the new layout seems difficult for respondents to follow. Besides having high response variance, 44 percent of the teachers answering "*Yes*" to question 1a failed to skip question 2 as instructed.

In the "Main Activity" section of the questionnaire, only question 7a, *"What is your MAIN teaching assignment at this school, that is, the field in which you teach the most classes?"* displayed low response variance. The questions regarding teacher assignments and certificates (questions 7a through 9b) displayed the same problems reported in the 1993-94 SASS reinterview [4]. These questions used the same format as the 1993-94 SASS, jumping back and forth between MAIN and OTHER fields. The jumping between MAIN and OTHER seems to have confused the respondents.

This reinterview again confirms that "mark all that apply" questions tend to be problematic. Of the eight categories evaluated in question 33, *"Which of the following describe your DESIGNATED CLASS?"* six displayed high response variance. The other two had moderate response variance. Unclearly defined categories in this question may have exacerbated the usual problems of "mark all" questions.

Finally, all but one of the 54 questions on teaching methods had moderate or high response variance.

B. Recommendations

We suggest a reconsideration of the objectives for the "main activity" questions 1-3, then redesign and test them. This battery of questions would benefit from the expertise of our cognitive researchers. At a minimum, we suggest defining "work week" more precisely to help focus respondents on the sponsor's objective.

We again recommend (as we did in the SASS 1993-94 report) implementing the improvements suggested in Part 1 of the 1992 Teacher Follow-up Survey Reinterview Report [2]. In brief, group the questions for the MAIN teaching assignment together, then ask the questions for the OTHER teaching assignment.

In general, we strongly recommend substituting separate "Yes/No" questions for each response category of "mark all that apply" questions. Previous work [5], [6] has shown that the "mark all" format leads to questionable data.

Attachment A contains Andrew Zukerberg's, Demographic Surveys Division (DSD), comments and recommendations based on his cognitive research experience. We recommend continuing cognitive research into problematic questions. Revised questions should be reinterviewed again to determine if reliability has improved.

II. Methodology

A. Reinterview Procedures

In January 1995, the Census Bureau mailed TFS questionnaires to the selected sample of current and former teachers. In February, the Census Bureau mailed a second questionnaire to each sample person who had not returned the first questionnaire. In late March, Census Bureau field representatives (FRs), began calling sample persons who had not returned a mail questionnaire. This telephone follow-up of nonrespondents ended in mid-June 1995.

The 1995 TFS reinterview included only current teachers and replicated the original interview's mode. If the original interview was completed by mail, the reinterview was completed by mail. If the original interview was completed by telephone, the reinterview was completed by telephone.

At least once a week the Data Preparation Division (DPD) in Jeffersonville, Indiana received a list of completed original mail questionnaires. Within a week of receiving the list, DPD mailed out the reinterview questionnaires. Accounting for the time needed for questionnaires to travel back and forth by mail, we estimate that most mail respondents received reinterview questionnaires within three to four weeks after completing the original interview. If the respondent did not return the reinterview questionnaire within three weeks of the first reinterview mailing, DPD mailed a second reinterview questionnaire.

The telephone reinterviews were done on a flow basis, using paper-and-pencil (PAPI) reinterview questionnaires. Telephone reinterview began in early April, 1995 and ended in early July. As FRs completed and mailed original telephone interviews to the Regional Offices (ROs), the ROs prepared the reinterview questionnaires and mailed them to the senior field representatives (SFRs) to conduct the telephone reinterviews. The SFRs were instructed to call back when the teacher was unavailable.

B. Reinterview Sample Design and Response Rates

After excluding teachers who were in the 1994 SASS teacher reinterview sample, we selected a systematic random subsample of current teachers from the TFS sample. Current teacher status was determined by having the schools indicate whether those teachers who participated in the 1993-94 SASS were still teaching at the school in a teaching or nonteaching capacity, or had left the school to teach elsewhere or for a non-teaching occupation [7]. The reinterview sample was selected at the same time as the original TFS sample. We selected enough extra sample to account for original sample cases that were noninterviews or out of scope and for reinterview noninterviews.

We aimed to obtain 1,000 completed reinterviews. We completed 870 reinterviews - 495 mail cases and 375 telephone cases.

Table 1 shows the reinterview sample sizes and response rates. The overall reinterview response rate was 62.7 percent, somewhat disappointing. This low response rate was due mainly to the 54.2 percent reinterview response rate for telephone cases. The 71.2 percent reinterview response rate for mail cases was particularly good for a reinterview. We recommend conducting the next PAPI telephone reinterview, for TFS or SASS, from the Telephone Centers (Tcs). We generally get higher response rates from the TCs than from field reinterviews. We recommend keeping the TC reinterviews PAPI to replicate the original interview mode as closely as possible.

Table 1. 1994-95 Teacher Follow-up Reinterview Sample Sizes and Response Rates

Cases	Total	Mail	Telephone
Selected for RI	1545	715	830
Noninterview in Original	96	9	87
Out-of-scope	62	11	51
Eligible for RI	1387	695	692
RI Completed	870	495	375
RI Response Rate	62.7%	71.2%	54.2%

C. Reinterview Model Assumptions

The reinterview response error model assumes the reinterview is an independent replication of the original interview.

Independence means that response errors are not correlated between the original interview and the reinterview. If the respondents remembered their original answers and consciously repeated them in the reinterview, the independence assumption would be violated. Lack of independence generally results in underestimates of response variance.

Replication means that the reinterview was conducted under the same conditions as the original interview. If the reinterview replicates the original interview, the distributions of original and reinterview responses will be the same. With quantitative data, neither the means nor the variances of the original responses will differ significantly from the reinterview responses. With categorical data, the difference between the original proportion in-category and

the reinterview proportion in-category, the net difference rate (NDR), will not differ significantly from zero.

D. Measures Used to Estimate Response Variance

Random errors of measurement in the survey process (nonsampling error) increase the mean square error of the data collected. When the errors are not correlated with the answers or with each other, we call this variability "simple response variance." Simple response variance is the average variance of responses to an item over repeated applications of the measurement process.

The **index of inconsistency** and the **gross difference rate (GDR)** are the principal measures of response variance in categorical data. We estimate an index and a GDR for each response category of a question.

Overall estimates of the index and the GDR for a question, the **aggregate index** and the **aggregate GDR**, apply to questions with three or more answer categories.

We use **Pearson's correlation coefficient** to measure data reliability for quantitative variables. When the means and variances for the two interviews are exactly the same, the index equals one minus the correlation. When the response variance model assumptions are met, the index is approximated by one minus the correlation between the original and reinterview responses ($I \doteq 1 - \rho$). In this report, we use this approximation for the index.

This report provides 90 percent confidence intervals for these measures. See Attachment B for the formulas used to calculate the measures and the confidence intervals.

1. Index of Inconsistency

The index of inconsistency estimates the ratio of response variance to total variance for an answer category. It is a relative measure of response variance.

The aggregate index is similar to the index of inconsistency but applies to the entire question rather than a specific answer category of the question. It is an average index of inconsistency across all categories in the question, with each category weighted by its relative size. In 2×2 tables the index of inconsistency and the aggregate index are equal.

Use this rule of thumb to interpret the index of inconsistency and the aggregate index.

Index Value	Response Variance	Respondent Interpretation
Less than 20	Low	Usually not a major problem
Between 20 and 50	Moderate	Somewhat problematic
Greater than 50	High	Very problematic

Any of these factors may cause high response variance:

- The methods used to collect the data need improvement.
- The question may be unclearly written.
- The concept itself may not be measurable or difficult to measure.
- Respondents may not be able to provide reliable information to the level of detail asked.

2. Gross Difference Rate

The gross difference rate (GDR) is the percentage of responses that change into or out of a category between the original interview and the reinterview. For a single category, one-half the GDR equals the simple response variance.

The aggregate GDR is the percentage of responses that change between the original interview and the reinterview. It applies to the entire question, rather than to a specific answer category of the question.

The GDR is more difficult to interpret than the index of inconsistency. Large GDRs indicate serious response variance in the data. Unfortunately, a small GDR is no guarantee of good consistency. In a low-frequency category, even a small GDR can indicate a serious response variance problem.

3. Net Difference Rate

With categorical data, the **net difference rate** (**NDR**) helps indicate how well the reinterview meets the model assumptions. A statistically significant NDR suggests that the reinterview may not replicate the original survey conditions as well as desired and is an indication that the indices of inconsistency are inaccurate.

With quantitative data, a comparison between the original interview and reinterview means and variances provides information analogous to the NDR.

4. Cross-Tabulations

For a "yes/no" question, the cross-tabulation looks like this:

Reinterview Response	**Original Response**				
	Total	N/A	Subtotal	Yes	No
Total					
N/A					
Subtotal			n	a + c	b + d
Yes			a + b	a	b
No			c + d	c	d

where

n = the number of respondents who answered the question in both the original and the reinterview.
a = the number of respondents who answered "yes" both times.
b = the number of respondents whose answer changed from "no" in the original to a "yes" in the reinterview.
c = the number of respondents whose answer changed from "yes" in the original to a "no" in the reinterview.
d = the number of respondents who answered "no" both times.

We used only cases that respondents answered the question in both the original interview and reinterview to compute the response variance measures.

In multi-category questions, these cross-tabulations show the movement among answer categories between the original interview and the reinterview. Patterns in this movement can provide clues to the reasons for inconsistent reporting. In some cases, such movement may even suggest question revisions to reduce response variance.

In this report, the Census Bureau does not compute the index for answer categories with small cell sizes. We used the following rule to determine adequate cell size [8].

$2a + b + c \geq 40$ and $2d + b + c \geq 40$

In reviewing the documentation, we have determined that this "40 Rule" was developed to eliminate manual computations when the index has a very wide confidence interval. Current computing resources make this restriction irrelevant and we plan to drop it from future analyses.

Table 2 lists the questions and the response categories in the "mark all that apply" questions that did not meet this criterion.

Table 2. Questions with Too Few Cases to Analyze

Section	Questions with Too Few Cases
Education Field Questions	1b (01-04 and 06-07)
Teaching Assignment/ Certification Questions	9b
Teaching Methods Questions	33 (7,8, and 11)

E. Limitations

We computed response variance measures using unweighted counts and estimated the confidence intervals assuming simple random sampling. These estimates, therefore, do not account for the complex sample design of the TFS and may not perfectly reflect the incidence of response error in the target population of current teachers.

We computed response variance measures using unedited interview and reinterview data. We use unedited data so that we can uncover problems respondents are having with individual questions, the design of the questionnaire, or both. However, by using unedited data our tabulations include cases where the respondent answered the question in both the interview and the reinterview, even though the respondent should have skipped the question in one or both interviews. Edited survey data eliminates responses to questions that should have been skipped.

The TFS reinterview may not have been independent of the original interviews, to the extent respondents remembered and repeated their answers from the original interview.

The reinterviews may not always have replicated the original interviews. The proportion of questions with statistically significant NDRs are higher than the 10 percent we would expect by chance. Specifically, 29 percent of the 132 response categories and questions evaluated in the TFS reinterview displayed statistically significant NDRs.

The overall reinterview response rate of 62.7 percent, especially the 54.2 response rate for telephone cases, may have had a significant impact on the accuracy of the reinterview results.

III. Detailed Results

We analyzed the responses from 870 teachers on 65 questions. For "mark all that apply" questions, each response category is treated as a separate question.

We did not compute response variance measures for telephone and mail cases separately. The reinterview sample was not a controlled sample and was not designed to measure mode effects.

Table 3 summarizes these response variance results.

Table 3. Response Variance Summary for the 1994-95 TFS

Level of Response Variance	Number
Low	3 (5%)
Moderate	11 (17%)
High	51 (78%)
Total Evaluated	65 (100%)
Too few cases to estimate index	10
Total	75

Attachment C contains tables listing the response variance measures for all the questions in the 1994-1995 TFS reinterview.

For ease of presentation, we divided the questions into groups based on content:

- Education Fields Questions (1a, 1b, 2, 3a, and 3b)
- Teaching Assignment / Certification Questions (7a, 7b, 8a, 8b, 9a, and 9b)
- Teaching Methods Questions (31, 33, 34, 36, 39, 41, 43, 44, and 49)

In each group, we discuss only the questions that exhibited moderate response variance (indices between 20 and 50) or high response variance (indices greater than 50). Estimates of reliability are given with 90 percent confidence intervals in parentheses.

A. Education Field Questions

We evaluated questions 1a, 1b, 2, 3a, and 3b regarding education fields. We tabulated the response categories ("education fields") of question 1b as seven separate "mentioned/not mentioned" questions. This series of questions tries to determine the "work activities" of teachers. For the five questions with enough data to estimate the index, four had moderate or high response variance.

A complete redesign of this series of questions is in order. In the 1992 TFS this series of questions was asked as 1 question with 2 categories, "Main activity" and "Other main activity," with a check box to mark if the teacher's time was equally divided between the two. The revisions made after the 1992 TFS did not work. Moderate to high response variance is not the only problem. These questions exhibit frequent skip pattern errors, which suggest they need revision, regardless of their reliability. We also recommend cognitive testing of the term "work week" to make sure it elicits the type of responses the sponsor desires.

Question 1a is very problematic. It has high response variance with an index of 67.0 (60.3, 74.7). The GDR also suggests this question is problematic; 22.0 percent (19.7%, 24.4%) of the respondents changed their answer between the original interview and the reinterview.

EDUCATION FIELDS

(Use codes to answer items 1a, 1b, 2, 3a and 3b)

01 Teaching in an elementary or secondary school

02 Working in an elementary or secondary school with an assignment OTHER THAN teaching

03 Working in an occupation outside of elementary or secondary education

04 Attending a college or university

05 Caring for a family member

06 Retired

07 Other

Q 1a: Is your time EQUALLY DIVIDED between two of the above activities?

1 ☐ Yes
2 ☐ No

We noted these deficiencies, which may have contributed to this question's high response variance.

- The title, "EDUCATION FIELDS," does not accurately describe most of the activities on the list.
- "Time" is not defined and the respondents may have included their nonwork activities outside the normal "work week." Respondents may also use inconsistent interpretations of "time" between the two interviews.
- Forty-four percent of the respondents who answered "Yes" failed to skip question 2 as instructed, suggesting that many respondents were confused by the term "EQUALLY DIVIDED."

Q 1b: What are the codes from the list above?

☐☐ *and* ☐☐

Because of the inconsistent reporting to question 1a, only 83 respondents filled both boxes of question 1b in both interviews. Only one activity, "Caring for family members," provided enough cases to estimate the index. This activity displayed low response variance with an index of 17.9 (9.7, 33.0).

Of the 266 respondents who answered this question in the original interview, one-fourth reported only one activity. And 75 percent of these one-activity respondents reported that activity again in question 2, when they should have skipped it.

Q 2: What code from the list above best describes the activity you spend most of your time on during the work week; that is, what is your main activity?

This question displayed high response variance, with an aggregate index of inconsistency of 62.3 (46.4, 83.7). Forty-three percent of the respondents failed to follow the skip pattern and answered this question when they were instructed to skip it.

Q 3a: Do you spend time on any other activity from the list above?

☐ *Yes*
☐ *No*

This question displayed high response variance with an index of 66.8 (60.9, 73.5). The GDR was very problematic; 32.2 percent (29.2%, 35.3%) of the respondents changed their answer between the original interview and reinterview.

Once again "time" is not defined. Respondents may interpret the question in terms of the "normal" work week or in terms of seven 24-hour days.

Q 3b: What code from the list above best describes this other activity?

This question displayed moderate response variance, with an index of 39.4 (32.6, 48.4) and 29.7 percent (23.8%, 35.7%) of the respondents changing answers.

B. Teaching Assignment / Certification Questions

We evaluated questions 7a, 7b(1), 7b(2), 8a, 8b, 9a and 9b regarding teaching assignments and certificates. For the six questions that had enough data to estimate the index, five had moderate or high response variance.

These questions displayed the same problems reported in the 1993-94 SASS reinterview [4].

Questions 7b - 9a: Question 7b1 asks respondents if they teach classes in OTHER fields besides their MAIN field. Question 9a asks if they have a teaching certificate in their OTHER field. About one-third of the 834 teachers who answered "No" to 7b1 failed to mark "Not applicable" to 9a.

We think, as in the SASS, that respondents have trouble with the OTHER teaching assignment questions, 9a and 7b, because the intervening questions (8a, b, c) address MAIN teaching assignments.

We recommend (as in the 1993-1994 SASS reinterview report) implementing the specific improvements suggested in Part 1 of the 1992 Teacher Follow-up Survey Reinterview Report [2].

- Group the MAIN teaching assignments questions (7a, 8a, b, and c) together.

- Group the OTHER teaching assignments questions (7b, 9a, b, and c) together.

Grouping will eliminate the need for respondents to shift their thinking between their MAIN and OTHER teaching assignments.

Here are the results for the individual teaching assignments and certificates questions.

Q 7a: ***What is your MAIN teaching assignment at this school, that is, the field in which you teach the most classes?***

Enter your main teaching assignment field and the two-digit code from the list above. If your teaching schedule is divided equally between two fields, record either field as your main assignment for this item, mark box 1, and enter the code for the other field in question 7b.

This question displayed low response variance with an index of inconsistency of 9.5 (7.7, 11.9).

Q 7b1: Do you teach classes in OTHER fields at this school?

1☐Yes
2☐No

This question is somewhat problematic. It has moderate response variance with an index of 31.9 (26.6, 38.2). About one-tenth (8.2%, 11.6%) of the respondents changed their answers between the original interview and the reinterview.

Q 7b2: In what field do you teach the second most classes?
Use the assignment field codes listed above.

This question displayed moderate response variance, with an index of 38.2 (28.4, 52.7) and 17.7 percent (12.1%, 23.4%) of the respondents changing answers.

Q 8a: Do you have a teaching certificate in this state in your MAIN teaching assignment field?

1☐Yes
2☐No

This question displayed moderate response variance with an index of 26.3 (20.6, 33.6).

Q 8b: What type of Certificate do you hold in this field?
Mark (X) only one box

1☐ Advanced professional certificate

2☐ Regular or standard state certificate

3☐ The certificate offered in your state to persons who HAVE COMPLETED what the state calls an "alternative certification program"

4☐ Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"

5☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)

6☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)

7☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

This question displayed moderate response variance with an aggregate index of 45.7 (40.2, 52.2). The GDR also suggests this question was problematic; 17.9 percent (15.5%, 20.2%) of the respondents changed their answers between the original interview and the reinterview.

To determine if the moderate response variance was caused by too fine a distinction in type of certificate, we combined the first three categories into one category *(Hold regular certificate or above)*, the next three categories into another category *(Still needs to complete requirements)*, and left the last category *(Emergency certificate or waiver)* by itself. Combining categories still resulted in moderate response variance, with an aggregate index of 42.6 (33.0, 54.8) and a GDR of 5.8 percent (4.4%, 7.3%). All the inconsistent cases, except one changed between the first two combined categories.

Q 9a: Do you have a teaching certificate in your OTHER teaching assignment field at this school?

0☐ Not applicable; I do not have a second teaching assignment field
1☐ Yes
2☐ No

This question displayed high response variance with an index of 65.7 (61.2, 70.9). The GDR was very problematic; 37.3 percent (34.5%, 40.0%) of the respondents changed their answers between the original interview and the reinterview. All three answer categories displayed high response variance.

After combining the "No" and "Not Applicable" categories, the index remained high, 58.9 (51.3, 68.0), with a GDR of 13.9 percent (12.1%, 16.0%).

C. Teaching Methods Questions

We evaluated questions 31, 33, 34, 36a-k, 39a-c, 41a-j, 43, 44a-f, and 49a-i regarding teaching methods in the teacher's designated class. We tabulated each of the 11 "mark all that apply" response categories in question 33 as 11 separate "mention/not mentioned" questions. We also analyzed each of the 5 quantitative categories in question 34 separately. We could estimate the index for 54 of these questions and subquestions and 53 displayed moderate or high response variance.

Q 31: What was the subject matter of your DESIGNATED CLASS last semester or grading period?

Record the two digit code from the list above and the field names

This question displayed low response variance, with an index of inconsistency of 12.3 (10.1, 14.9).

*Q 33: **Which of the following describe your DESIGNATED CLASS?***
Mark (X) all that apply.

- ☐ *Heterogeneous*
- ☐ *Homogeneous*
- ☐ *Remedial*
- ☐ *Special education*
- ☐ *Gifted*
- ☐ *Academic/college preparatory*
- ☐ *Advanced placement/college credit*
- ☐ *Honors Course*
- ☐ *Vocational*
- ☐ *Bilingual*
- ☐ *None of the above*

This question proved problematic. Six of the eight response categories we evaluated displayed high response variance. Table 4 shows the index of inconsistency, the GDR and the NDR for each response category.

One cause of this question's high response variance is its "mark all" format. Although "mark all that apply" questions reduce respondent burden, we recommend not using this type of question. Research has shown that using separate "yes / no" questions results in lower response variance than using a "mark all that apply" question [5]. Beyond the "mark all" format, the terms "heterogeneous" and "homogeneous" are not clearly defined -- heterogeneous with respect to what? Race? Income? Academic ability? About four percent of respondents answered both "heterogeneous" and "homogeneous" in the original survey.

To analyze this question, we treated each response category as a separate "yes / no" question. For example, consider the first response category. We analyzed it as an individual question ***"Would you describe your DESIGNATED CLASS as Heterogeneous?"*** If the respondent marked "Heterogeneous," we counted that case as a "yes." If the respondent didn't mark "Heterogeneous," we counted that case as a "no." If the respondent left the question totally blank, not even marking "None of the above," then we counted that case as item nonresponse. Of the 870 completed reinterview cases, this question was left totally blank in the original interview, but not in the reinterview, 11 times, and 10 times in the reinterview, but not in the original interview.

Finally, six of the eight response categories evaluated had statistically significant NDRs, suggesting that the response error model assumptions may not hold for this question.

Table 4.
Q 33: Which of the following describe your Designated CLASS?

Response category	Index	GDR	NDR
Heterogeneous	57.3 (51.8, 63.5)	23.2 (20.8, 25.6)	-5.1* (-2.3, -7.8)
Homogeneous	69.5 (61.0, 79.6)	15.1 (13.1, 17.1)	.7 (-1.5, 2.9)
Remedial	58.6 (50.1, 68.7)	11.2 (9.4, 13.0)	3.4* (1.5, 5.3)
Special education	32.5 (26.9, 39.3)	8.8 (7.2, 10.4)	2.0* (0.3, 3.7)
Gifted	57.4 (46.9, 70.2)	7.8 (6.3, 9.3)	1.4 (-0.2, 3.0)
Academic/ College Preparatory	56.2 (46.5, 67.8)	9.0 (7.3, 10.6)	2.4* (0.7, 4.1)
Advanced placement /college credit	-	1.6 (0.9, 2.4)	-
Honors course	-	2.0 (1.2, 2.8)	-
Vocational	49.2 (35.2, 68.7)	2.8 (1.9, 3.8)	2.4* (1.4, 3.3)
Bilingual	66.6 (52.3, 84.8)	5.4 (4.1, 6.7)	1.9* (0.6, 3.2)
None of the above	-	2.4 (1.5, 3.2)	-

* Significantly different from zero.

Q 34: Write in your estimate of the percentage of students in your DESIGNATED CLASS who were at each level of academic ability for their age and grade. (Numbers should total 100.)

Much above the NATIONAL average _____%
Somewhat above the NATIONAL average _____%
At the NATIONAL average _____%
Somewhat below the NATIONAL average _____%
Much below the NATIONAL average _____%
☐ *Not applicable*

None of the percentage categories in this question displayed low response variance. Table 5 shows the index for each category.

Combining categories gains a slight reduction in the index of inconsistency (See Table 6). Combining the two "above national average" categories and the two "below national average" categories yields somewhat more reliable data than combining the three middle categories.

We computed the index using only cases whose percentages summed to 100 in both the original survey and the reinterview. About ten percent of the 667 cases answering both interviews reported percentages which did not sum to 100 in one of the interviews. Comparing the original and reinterview means, medians, and standard deviations of these categories provides no evidence that the reinterview fails to replicate the original survey.

Table 5.
Q 34: Write in your estimate of the percentage of students in your DESIGNATED CLASS who were at each level of academic ability for their age and grade.

n = 601	Survey	Mean	Median	Standard Deviation	Index
Much above the National Average	Original	13.88	5	22.68	28.3 (4.2)
	Reinterview	14.23	5	22.40	
Somewhat above the National Average	Original	17.09	12	17.84	50.7 (4.4)
	Reinterview	17.22	13	17.22	
At the National Average	Original	34.15	31	24.71	36.7 (3.2)
	Reinterview	36.33	36	25.15	
Somewhat below the National Average	Original	20.13	15	20.16	53.6 (4.9)
	Reinterview	19.55	15	19.90	
Much below the National Average	Reinterview	12.67	5	22.08	28.8 (4.2)
	Original	14.76	5	24.03	

Table 6.
Q 34: Write in your estimate of the percentage of students in your DESIGNATED CLASS who were at each level of academic ability for their age and grade.

Index of inconsistency computed using combined categories

Response Category	Categories Not Combined	Extreme Categories Combined	Middle Categories Combined
Much above the National Average	28.3 (4.2)	22.7 (2.4)	28.3 (4.2)
Somewhat above the National Average	50.7 (4.4)		38.7 (3.9)
At the National Average	36.7 (3.2)	36.7 (3.2)	
Somewhat below the National Average	53.6 (4.9)	19.1 (2.3)	
Much below the National Average	28.8 (4.2)		28.8 (4.2)

The next set of questions, 36, 39, 41, 44, and 49, all follow the same format. The questions ask how often the teachers use various teaching methods. Response categories for each method are presented in one of two frequency scales:

First Scale	Second Scale
Almost every day	*Always*
Once or twice a week	*Often*
Once or twice a month	*Sometimes*
Once or twice a semester	*Rarely*
Never	*Never*

Each question refers to a type of teaching method, such as "instructional strategies" or "in-class activities." Questions within the main question ask about specific strategies or activities. Each question within the main question is an individual unique question and we analyzed them as such. All these questions displayed poor reliability. The aggregate indices, covering the five frequency categories, were high for every question and most of the individual category indices were high too. The only exception was the "Never" category. For about half the questions, the "Never" category displayed moderate response variance. The detailed tables in Attachment C reveal no patterns to suggest the cause of

this poor reliability. We suspect respondents cannot estimate how often they use the various teaching methods.

The results in Table 7 for question 36 are typical for this group of questions. All eleven questions displayed high response variance. Question 36 used the first frequency scale.

Q 36: ***Over the past semester how often did YOU use each of the following instructional strategies with your DESIGNATED CLASS? The strategy need not have taken the entire class period.***
Mark (X) one response on each line.

a. Provide instruction to the class as a whole
b. Facilitate a discussion
c. Demonstrate a concept using the board or overhead projector
d. Work with individual students
e. Demonstrate a concept using a computer videotape, or other electronic medium
f. Lecture
g. Work with small groups of students
h. Lead question-and-answer session
i. Demonstrate a concept using manipulatives, models, other tools or objects
j. Administer a test or quiz for less than a full period
k. Administer a test or quiz for a full period

In several questions the "Almost Every Day" categories displayed statistically significant NDRs, suggesting that they did not satisfy the response error model assumptions.

Table 7.
Q 36: Over the past semester how often did YOU use each of the following instructional strategies with your DESIGNATED CLASS...

Question		Aggregate Index
a.	Provide instruction to the class as a whole	58.9 (50.6, 68.7)
b.	Facilitate a discussion	58.7 (53.8, 64.2)
c.	Demonstrate a concept using the board or overhead projector	54.4 (49.9, 59.4)
d.	Work with individual students	63.1 (56.6, 70.5)
e.	Demonstrate a concept using a computer videotape, or other electronic medium	66.1 (62.6, 70.1)
f.	Lecture	59.4 (55.8, 63.4)
g.	Work with small group	57.7 (53.4, 62.4)
h.	Lead question-and-answer session	70.5 (66.1, 75.5)
i.	Demonstrate a concept using manipulatives, models, other tools or objects	60.8 (57.1, 64.9)
j.	Administer a test or quiz for less than a full period	53.3 (49.5, 57.6)
k.	Administer a test or quiz for a full period	49.5 (45.9, 53.5)

Q 39: Over the last semester, how often did you emphasize the following with these students?
Mark (X) one response on each line.

a. Generalizing from patterns or
b. Analyzing and interpreting information
c. Organizing, summarizing, or displaying information

Questions 39a-c used the first frequency scale. All 3 displayed high response variance in all 5 categories. Combining the middle three frequency categories did not significantly lower response variance. Table 8 shows that the aggregate index remained in the high range for all three questions.

Table 8.
Q 39: Over the last semester, how often did you emphasize the following with these students?

	Aggregate Index	Aggregate Index (combined categories)
a. Generalizing from patterns or examples	79.3 (75.3, 83.7)	72.7 (67.8, 78.2)
b. Analyzing and interpreting information	71.2 (67.0, 76.0)	70.6 (65.8, 76.0)
c. Organizing, summarizing, or displaying information	77.4 (73.4, 81.9)	62.0 (57.3, 67.2)

Q 41: ***This following is a list of ACTIVITIES TO COMPLETE AT HOME or homework you might have assigned your students. Although the list is not exhaustive, most activities could be considered variations of those listed below. For each activity described below, indicate the frequency with which you assigned each over the last semester in your DESIGNATED CLASS.***
Mark "never" for activities you did not assign during the last semester.
Mark (X) one response on each line.

a. Write a journal
b. Prepare a written report
c. Work on problems for which there is no obvious method solution
d. Read the textbook or other assigned reading
e. Apply concepts or principles to different or unfamiliar situation
f. Read supplementary material
g. Complete routine exercises or problems from worksheet, workbook, or text
h. Work on a project, gather data, conduct an experiment
i. Prepare an oral report
j. Complete a short writing assignment

This question used the first scale of frequency categories. Again, all the questions displayed high response variance for almost all the frequency categories. Only the "Never" category displayed a moderate index (for eight of the ten questions).

Q 44: ***How often do you use assessment information for the following purposes in your DESIGNATED CLASS?***
Mark (X) one response on each line.

a. Determining student grades or other formal progress reports.
b. Providing feedback to students
c. Diagnosing student learning problems
d. Reporting to parents
e. Assigning students to different programs or tracks
f. Planning for future lessons

Questions 44a-f used the second scale of frequency categories. All the questions displayed high response variance.

Q 49: How often did you use student portfolios in your DESIGNATED CLASS last semester or grading period for the following purposes?
Mark (X) one response on each line.

a. Training students to reflect upon and/or assess ***each piece of work***
b. Training students to reflect upon and/or assess ***their overall progress***
c. Communicating student progress to parents
d. Determining student grades or other formal progress reports
e. Planning for future lessons
f. Diagnosing student learning problems
g. Making informed decisions about student ***placement***
h. Making informed decisions about student ***graduation***
i. Providing information for program or school accountability

Questions 49a-i used the first scale of frequency categories. They displayed high response variance for all of the questions. The NDR for the last three questions was statistically significant for all five frequency categories, suggesting that the model assumptions were not completely met for these questions.

The reinterview did not perfectly replicate the original survey for this question due to two minor errors in both the mail and telephone reinterview questionnaires. We believe neither of these errors invalidates the response error results.

- The original survey used the first scale of frequency questions, but the reinterview used the second scale. Both scales have 5 levels and are almost equivalent.

- The reinterview also omitted question 46, which screened out respondents who did not use portfolios in their designated class. This omission caused all reinterview respondents to be asked this question. Fortunately, the effect of this omission is negligible, because original respondents who did not report "using portfolios" were excluded from the reinterview tabulations.

Q 43: ***Estimate the amount of time, in minutes, an average student in your class spent doing homework or activities you assigned students in your DESIGNATED CLASS to complete at home during an average WEEK.***
Mark (X) only one box.

- ☐ *0 minutes*
- ☐ *1-30 minutes*
- ☐ *31-60 minutes*
- ☐ *61-90 minutes*
- ☐ *91-120 minutes*
- ☐ *121-150 minutes*
- ☐ *151-180 minutes*
- ☐ *181-210 minutes*
- ☐ *211-240 minutes*

Question 43, displayed high response variance, with an aggregate index of 67.0 (63.9, 70.6). All the individual response categories also displayed a high index of inconsistency, except for the "0 minutes" category, which had a moderate index of 28.4 (23.0, 35.1).

To determine if the high response variance was caused by too-small time categories, we combined the intervals into hours (1-60 minutes, 61-120 minutes, 121-180 minutes, and 181-240 minutes). Combining categories still resulted in high response variance, with an aggregate index of 60.5 (56.9, 64.9). All 4 hourly categories still displayed high indices of inconsistency.

This question requires the respondent to perform several cognitive tasks, such as,

- Assess how much time the assigned homework should require on average.
- Remember and evaluate the quantity and quality of homework completed.
- Consider those two factors to estimate how much time students actually spent doing the homework.

This question also may be subject to the effects of opinion or perception, depending on how well the students performed just before the respondent completed the interview.

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[3] Memorandum for S. L. Courtland from E. Martin and P. J. Waite, "An Evaluation of the Methodology Utilized for the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation: Part Two of a Two-Part Report," Internal Census Bureau report January 10, 1995.

[4] Bushery, J., Schreiner, I., Sebron, G., "Response Variance in the 1993-94 Schools and Staffing Survey: A Reinterview Report ," National Center for Education Statistics Working Paper No. 98-02, January 1998.

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[6] Rasinski, K. A., Mingay, D., and Bradburn, N. "Do Respondents Really 'Mark All that Apply' on Self-Administered Questions?" Public Opinion Quarterly, 1994, 58:400-408.

[7] U.S. Department of Education. National Center for Education Statistics. *Characteristics of Stayers, Movers, and Leavers, Results from the Teacher Follow-up Survey: 1994-95*, NCES 97-450, by Summer D. Whitener, Kerry J. Gruber, Hilda Lynch, Kate Tingoes, Mia Perona, and Sharon Fondelier. Project Officer: Summer D. Whitener. Washington, DC: 1997.

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August 17, 1998

MEMORANDUM FOR: Irwin Schreiner
Demographic Statistical Methods Division (DSMD)

From: Andrew Zukerberg
Demographic Surveys Division (DSD)

Subject: Teacher Follow-up Survey Reinterview Results

As requested, I have reviewed the report titled "Response Variance in the 1994-95 Teacher Follow-up Survey". The report presents some interesting findings on the TFS as well as suggestions for improvement to future TFS forms. My comments follow the order of the report.

This report documents numerous skip pattern problems. These problems appear to be a significant contributor to the overall variance in the survey. This is further evidence that the Schools and Staffing Survey could benefit from a computer administration, which would eliminate the need for skip patterns.

Education Field Questions

I agree with your recommendation that the objectives for the 'main activities' section be clarified. The intent of these questions is difficult to ascertain from the current administration. I believe that a few problems exist in this section. First, the organization is unclear. The respondent is asked if they are teaching either full-time, part-time, or as a long-term substitute. If the respondent is teaching, we ask if their time is divided equally between two activities in a list of seven. We already know that they are teaching. Next, they are asked to report these two activities. If they say no, they are asked to report one activity. An alternative would be to ask all respondents to list up to two activities that they engaged in last week. This would eliminate the skip pattern and could reduce some of the variance caused by respondents answering questions that do not apply. Additionally, there are a couple of ambiguities in this item. There is no reference period for 'your time'. Does this mean your time today or over your lifetime? Next, the choices in the list do not fit with the form or question. In the first item respondents who indicate that they are no longer teaching are told to stop completing the questionnaire. However, we provide a 'retired' (06) option to respondents in this list. If a respondent is retired, they should have skipped out of the questionnaire before arriving at this item. Option 02 (working in an elementary or secondary school with an assignment other than teaching) seems to preclude a teaching principal from indicating that she has both teaching and administrative responsibilities. The category 'caring for family members' is also vague. Would a respondent who teaches and has children mark this item to indicate that they spend evenings and weekends with their children?

I share your concern over the clarity of the term 'work week'. This seems like a vague concept that is likely to change frequently during the year. An alternative might be to ask respondents about the last full week of school.

Teaching Assignment / Certification Questions

I think the suggestion to group main assignment questions separately from other assignment areas warrants further exploration. I wonder if part of respondent's difficulty is related to the terms 'main assignment field' and 'other assignment field'. These questions could be worded 'the subject you teach the most classes in this semester'. This could help clarify the question and eliminate the need for a definition.

Item 8a: This item is complex in that it asks respondents to think first if they are certified. Next, if their certification is in their main assignment field. Finally, they must determine if that certification is in this state. It is possible that respondents are not absorbing all three issues. For example, a respondent may miss the qualifier "in your main assignment field" when initially responding to the questionnaire. They may pick up this reference in the reinterview causing them to answer differently. The reference to 'this state' could be confusing to the people it applies to. If a respondent lives in one state but teaches in another, does this state refer to the state where the school is located or they state where they live?

Item 8b: In cognitive interviews some respondents have reported that they do not know what type of certification they have in their main assignment field. This seemed especially true for respondents who have been teaching for a long time. This lack of knowledge could account for some of the response variance.

Teaching Methods Questions

Item 33: I believe the problem of vague terms applies to almost all of the categories. For example, to mark bilingual, should the entire class be bilingual or just a few students.

Item 34: These items ask respondents to compare their students with the national average. Although we ask for exact percents, this question is analogous to an opinion question. Respondents must estimate what they think the national average is and then think about how their class compares. Because this is an estimate, it is not surprising that a respondent's answer shifts between the original interview and the reinterview.

In cognitive interviews conducted on a series similar to questions 36 – 49, respondents indicated that they had a number of difficulties with this section. First, we have observed many respondents ignoring the instruction to select a designated class. These respondents answer the series of questions across all of the classes they teach. Respondents have a difficult time with the reference period.

Although we ask about last semester, they tend to indicate that they are answering for their current teaching practice. Responses to questions in this series may vary according to the content of the lesson.

For example, a math teacher might use small groups when teaching addition, but lecture when teaching subtraction. This could make it difficult for respondents to provide a reliable estimate of how often they perform these activities in their classroom.

CC: Steve Tourkin (DSD)
Patrick Healy
Sharon Fondelier
ESSCB Chron File

Response Variance Formulas

- Original Percentage — the percentage of original responses in a specific answer category. The formula is:

$$P_o = [(a+c)/n] \times 100$$

- Reinterview Percentage — the percentage of reinterview responses in a specific answer category. The formula is:

$$P_r = [(a+b)/n] \times 100$$

- Net Difference Rate (NDR) — the difference between the original percent in a specific answer category and the reinterview percent in that category. The net difference rate measures the net effect of responses changing into and out of that category. The formula is:

$$\begin{aligned} NDR &= P_o - P_r \\ &= \left[[(a+c) - (a+b)]/n\right] \times 100 \\ &= [(c-b)/n] \times 100 \end{aligned}$$

- Gross Difference Rate (GDR) — the percentage of the responses which change into or out of a specific answer category. The formula is:

$$GDR = [(b+c)/n] \times 100$$

- Simple Response Variance — the average variance of responses from the same units to the same question over repeated interviews. The simple response variance equals half of the GDR (expressed as a proportion). The formula is:

$$SRV = (b+c)/2n$$

- Index of Inconsistency — the ratio (scaled as a percentage) of simple response variance to the total population variance for a characteristic. The index represents the proportion of the total population variance for a characteristic caused by simple response variance.

For categorical data, when $P = P_o = P_r$, the formula is:

$$Index = [SRV/P(1-P)] \times 100 = \left[[(b+c)/2n] / P(1-P)\right] \times 100$$

where the total population variance for the characteristic is $P(1-P)$.

For quantitative data, the index equals 1 - R, where R is the reliability coefficient, a measure of reliability used in test theory. R is equal to the correlation between original interview and reinterview values, as follows:

$$R = \rho_{y_{i1},y_{i2}} = \frac{\mathrm{Cov}(y_{i1},y_{i2})}{\sqrt{\mathrm{Var}(y_{i1})\mathrm{Var}(y_{i2})}}$$

- Aggregate GDR — the percentage of people who change their answers to a question.

  $$GDR_{AG} = 1 - \sum_{i}^{I} P_{ii}$$

  where P_{ii} = proportion of respondents in category i in both the original and reinterview.

- Aggregate Index of Inconsistency — an average of indices of inconsistency across all categories of the question, weighted by the proportion of cases in each category.

  $$Index_{AG} = \frac{1 - \sum_{i}^{I} P_{ii}}{1 - \sum_{i}^{I} P_{i.} P_{.i}}$$

  where $P_{i.}$ = the proportion of respondents in category i in the original interview
  $P_{.i}$ = the proportion of respondents in category i in the reinterview.

Table 1a Is your time EQUALLY DIVIDED between two of the above listed activities?

Attachment C-1

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 821)				
yes	20.5 (18.1, 22.8)	0.6 (-2.1, 3.3)	22.0 (19.8, 24.6)	67.0 (60.3, 74.7)
no	79.5 (77.2, 81.9)	-0.6 (-3.3, 2.1)	22.0 (19.8, 24.6)	67.0 (60.3, 74.7)

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

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Table 1b Is your time equally divided between two activities in which one of those activities is

Question	Percentage in RI	NDR	GDR	Index
(n = 83)				
1. Teaching in an elementary or secondary school	97.6 (94.8,100.4)	-	4.8 (2.2, 10.7)	-
2. Working in an elementary or secondary school with an Assignment OTHER THAN teaching	14.5 (8.1, 20.8)	-	7.2 (3.7, 14.0)	-
3. Working in an Occupation outside of elementary or secondary school	10.8 (5.2, 16.5)	-	1.2 (0.3, 5.4)	-
4. Attending a college or university	14.5 (8.1, 20.8)	-	6.0 (2.9, 12.4)	-
5. Caring for a family member	60.2 (51.4, 69.1)	3.6 (-1.9, 9.1)	8.4 (4.6, 15.6)	17.9 (9.7, 33.0)
6. Retired	0.0 (0.0, 0.0)	-	0.0 (0.0, 3.3)	#
7. Other	2.4 (-0.4, 5.2)	-	3.6 (1.4, 9.0)	-

4-4

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 2 What code from the list above best describes the activity you spend most of your time on during the work week, that is, what is your main activity?

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 639)			4.9 (3.5, 6.2)	62.3 (46.4, 83.7)
Elementary Teacher	96.6 (95.4, 97.7)	-1.1 (-2.5, 0.4)	4.9 (3.6, 6.5)	63.3 (47.1, 84.9)
Elementary Other	0.9 (0.3, 1.6)	-	2.5 (1.7, 3.8)	-
Other Occupation	0.5 (0.0, 0.9)	-	0.3 (0.1, 0.9)	-
Attending College	0.0 (0.0, 0.0)	-	0.0 (0.0, 0.4)	#
Family Care	1.6 (0.8, 2.4)	-	1.3 (0.7, 2.2)	-
Retired	0.0 (0.0, 0.0)	-	0.0 (0.0, 0.4)	#
Other	0.5 (0.0, 0.9)	-	0.8 (0.4, 1.6)	-

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 3a Do you spend time on any other activity from the list above?

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 630)			32.2 (29.2, 35.3)	66.8 (60.9, 73.5)
yes	42.2 (39.0, 45.5)	-3.3 (-7.1, 0.4)	32.2 (29.4, 35.5)	66.8 (60.9, 73.5)
no	57.8 (54.5, 61.0)	3.3 (-0.4, 7.1)	32.2 (29.4, 35.5)	66.8 (60.9, 73.5)

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

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Table 3b What code from the list above best describes this other activity?

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 158)			29.7 (23.8, 35.7)	39.4 (32.6, 48.4)
Elementary Teacher	3.2 (0.9, 5.5)	-	0.6 (0.1, 2.8)	-
Elementary Other	12.0 (7.8, 16.3)	1.3 (-2.7, 5.3)	8.9 (5.7, 13.7)	40.1 (25.9, 62.0)
Other Occupation	13.9 (9.4, 18.5)	-0.6 (-5.0, 3.7)	10.8 (7.6, 15.7)	45.8 (32.2, 66.6)
Attending College	22.2 (16.7, 27.6)	-0.6 (-5.0, 3.7)	10.8 (7.6, 15.7)	31.5 (22.1, 45.9)
Family Care	39.2 (32.9, 45.6)	-0.6 (-6.1, 4.8)	17.1 (13.0, 22.9)	35.9 (27.4, 48.1)
Retired	0.0 (0.0, 0.0)	-	0.0 (0.0, 1.7)	#
Other	9.5 (5.7, 13.3)	-	11.4 (8.1, 16.4)	-

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

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Table 7a What is your MAIN teaching assignment at this school, that is, the field in which you teach the most classes?

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 859)			6.5 (5.1, 7.9)	9.5 (7.7, 11.9)
General	32.9 (30.3, 35.6)	0.8 (-0.4, 2.0)	4.3 (3.3, 5.6)	9.7 (7.4, 12.7)
Special Areas	43.8 (41.0, 46.6)	-0.6 (-1.8, 0.7)	5.0 (3.9, 6.4)	10.2 (7.9, 13.1)
Foreign Lang	3.0 (2.1, 4.0)	0.1 (-0.3, 0.5)	0.3 (0.1, 0.9)	5.8 (2.3, 14.6)
Science	5.7 (4.4, 7.0)	0.2 (-0.4, 0.9)	1.2 (0.7, 1.9)	10.6 (6.3, 17.8)
Vocational Ed	2.6 (1.7, 3.4)	0.2 (-0.1, 0.7)	0.2 (0.1, 0.7)	4.5 (1.5, 13.5)
Special Ed	10.6 (8.9, 12.3)	-0.5 (-1.0, 0.1)	0.9 (0.5, 1.7)	5.0 (2.8, 8.9)
All other	1.4 (0.7, 2.1)	-	1.0 (0.6, 1.8)	-

52 - Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 7b(1) Do you teach classes in OTHER fields at this school?

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 829)			9.9 (8.2, 11.6)	31.9 (26.6, 38.2)
yes	18.3 (16.1, 20.5)	1.7 (-0.1, 3.5)	9.9 (8.3, 11.9)	31.9 (26.6, 38.2)
no	81.7 (79.5, 83.9)	-1.7 (-3.5, 0.1)	9.9 (8.3, 11.9)	31.9 (26.6, 38.2)

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 7b(2) In what field do you teach the second most classes?

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 124)			17.7 (12.1, 23.4)	38.2 (28.4, 52.7)
General	3.2 (0.6, 5.8)	-	0.8 (0.2, 3.6)	-
Special Areas	69.4 (62.5, 76.2)	5.6 (-0.2, 11.5)	15.3 (11.1, 21.7)	38.0 (27.5, 53.9)
Foreign Lang	5.6 (2.2, 9.1)	-	1.6 (0.5, 4.9)	-
Science	9.7 (5.3, 14.0)	-	6.5 (3.6, 11.5)	-
Vocational Ed	1.6 (-0.2, 3.5)	-	2.4 (1.0, 6.1)	-
Special Ed	4.8 (1.7, 8.0)	-	1.6 (0.5, 4.9)	-
All other	5.6 (2.2, 9.1)	-	7.3 (4.2, 12.5)	-

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 8a Do you have a teaching certificate in this state in your MAIN teaching assignment field?

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 852)			5.3 (4.0, 6.5)	26.3 (20.6, 33.6)
yes	88.7 (87.0, 90.5)	-0.1 (-1.4, 1.2)	5.3 (4.1, 6.7)	26.3 (20.6, 33.6)
no	11.3 (9.5, 13.0)	0.1 (-1.2, 1.4)	5.3 (4.1, 6.7)	26.3 (20.6, 33.6)

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 8b What type of certificate do you hold in this field?

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 722)			17.9 (15.5, 20.2)	45.7 (40.2, 52.2)
Advanced Certificate	15.7 (13.4, 17.9)	-0.8 (-2.9, 1.2)	10.8 (9.1, 12.9)	41.8 (35.2, 49.9)
Regular Certificate	76.0 (73.4, 78.7)	0.8 (-1.7, 3.3)	16.6 (14.5, 19.1)	46.2 (40.4, 53.0)
Alternative Certificate	0.8 (0.3, 1.4)	-	0.8 (0.4, 1.6)	-
Provisional Certificate	2.2 (1.3, 3.1)	-	3.0 (2.1, 4.3)	-
Probationary Certificate	3.3 (2.2, 4.4)	-	2.9 (2.0, 4.2)	-
Temporary Certificate	1.5 (0.8, 2.3)	-	1.4 (0.8, 2.3)	-
Emergency Certificate	0.4 (0.0, 0.8)	-	0.1 (0.0, 0.6)	-

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 8b(collapsed). What type of certificate do you hold in this field?

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 722)			5.8 (4.4, 7.3)	42.6 (33.0, 54.8)
Hold regular certificate or above	92.5 (90.9, 94.1)	0.3 (-1.2, 1.8)	5.8 (4.5, 7.5)	42.8 (33.2, 55.1)
Still need to complete requirements	7.1 (5.5, 8.6)	-0.4 (-1.9, 1.1)	5.7 (4.4, 7.3)	44.5 (34.4, 57.4)
Have emergency certificate or waiver	0.4 (0.0, 0.8)	-	0.1 (0.0, 0.6)	-

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- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 9a Do you have a teaching certificate in this state in your OTHER teaching assignment field at this school?

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 834)			37.3 (34.5, 40.0)	65.7 (61.2, 70.9)
not applicable	58.0 (55.2, 60.8)	-1.0 (-4.1, 2.2)	31.2 (28.7, 34.0)	63.8 (58.7, 69.5)
yes	14.0 (12.1, 16.0)	-0.7 (-2.8, 1.4)	13.9 (12.1, 16.0)	58.9 (51.3, 68.0)
no	27.9 (25.4, 30.5)	1.7 (-1.4, 4.8)	29.5 (27.1, 32.3)	71.9 (66.0, 78.7)

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 9b What type of certificate do you hold in this field?

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 56)			30.4 (20.2, 40.5)	-
Advanced Certificate	19.6 (10.9, 28.4)	-	23.2 (16.3, 34.9)	-
Regular Certificate	67.9 (57.6, 78.1)	-	28.6 (21.1, 40.9)	
Alternative Certificate	0.0 (0.0, 0.0)	-	0.0 (0.0, 4.8)	#
Provisional Certificate	1.8 (-1.1, 4.7)	-	1.8 (0.4, 8.0)	-
Probationary Certificate	3.6 (-0.5, 7.7)	-	3.6 (1.2, 10.8)	-
Temporary Certificate	7.1 (1.5, 12.8)	-	3.6 (1.2, 10.8)	-
Emergency Certificate	0.0 (0.0, 0.0)	-	0.0 (0.0, 4.8)	#

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 31 What was the subject matter of your DESIGNATED CLASS last semester or grading period?

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 854)			8.3 (6.8, 9.9)	12.3 (10.1, 14.9)
General	32.7 (30.0, 35.3)	0.5 (-0.7, 1.6)	4.0 (3.0, 5.3)	9.0 (6.8, 11.9)
Special Areas	44.5 (41.7, 47.3)	0.2 (-1.2, 1.7)	6.6 (5.3, 8.2)	13.3 (10.7, 16.5)
Foreign Lang	3.0 (2.1, 4.0)	0.0 (-0.3, 0.3)	0.2 (0.1, 0.7)	4.0 (1.3, 12.0)
Science	5.7 (4.4, 7.0)	-0.1 (-0.8, 0.5)	1.3 (0.8, 2.1)	12.0 (7.4, 19.6)
Vocational Ed	2.6 (1.7, 3.5)	0.1 (-0.3, 0.5)	0.4 (0.1, 0.9)	6.8 (2.7, 17.1)
Special Ed	9.8 (8.2, 11.5)	-0.4 (-1.2, 0.5)	2.5 (1.7, 3.5)	14.1 (9.9, 20.1)
All other	1.6 (0.9, 2.4)	-	1.8 (1.2, 2.7)	-

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 33 Which of the following [Response Categories 1,2,3,4,5 ,6, 7, 8 ,9, 10, 11] describe your DESIGNATED CLASS?

Response Category (n = 849)	Percentage in RI	NDR	GDR	Index
1. Heterogeneous	74.4 (72.0, 76.9)	-5.1 (-7.8, -2.3) *	23.2 (20.8, 25.6)	57.3 (51.8, 63.5)
2. Homogeneous	12.0 (10.2, 13.8)	0.7 (-1.5, 2.9)	15.1 (13.1, 17.1)	69.5 (61.0, 79.6)
3. Remedial	9.0 (7.3, 10.6)	3.4 (1.5, 5.3) *	11.2 (9.4, 13.0)	58.6 (50.1, 68.7)
4. Special Education	15.2 (13.2, 17.2)	2.0 (0.3, 3.7) *	8.8 (7.2, 10.4)	32.5 (26.9, 39.3)
5. Gifted	6.6 (5.2, 8.0)	1.4 (-0.2, 3.0)	7.8 (6.3, 9.3)	57.4 (46.9, 70.2)
6. Academic/college preparatory	7.5 (6.0, 9.0)	2.4 (0.7, 4.1) *	9.0 (7.3, 10.6)	56.2 (46.5, 67.8)
7. Advanced placement/college credit	1.2 (0.6, 1.8)	-	1.6 (1.1, 2.6)	-
8. Honors course	1.4 (0.7, 2.1)	-	2.0 (1.2, 2.8)	-
9. Vocational	1.8 (1.0, 2.5)	2.4 (1.4, 3.3) *	2.8 (1.9, 3.8)	49.2 (35.2, 68.7)
10. Bilingual	3.3 (2.3, 4.3)	1.9 (0.6, 3.2) *	5.4 (4.1, 6.7)	66.6 (52.3, 84.8)
11. None of the above	1.2 (0.6, 1.8)	-	2.4 (1.6, 3.4)	-

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- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 36a Over the past semester, how often did YOU use each of the following instructional strategies with your DESIGNATED CLASS?

Provide instruction to the class as a whole

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 841)			11.9 (10.1, 13.7)	58.9 (50.6, 68.7)
Almost Every Day	87.9 (86.0, 89.7)	2.0 (0.2, 3.9) *	10.3 (8.8, 12.2)	52.3 (44.4, 61.8)
Once or Twice a week	9.6 (8.0, 11.3)	-1.4 (-3.2, 0.4)	10.0 (8.3, 11.9)	61.4 (51.4, 73.5)
Once or Twice a month	0.7 (0.2, 1.2)	-	1.4 (0.9, 2.3)	-
Once or Twice a semester	0.5 (0.1, 0.9)	-	0.7 (0.4, 1.4)	-
Never	1.3 (0.7, 2.0)	-	1.3 (0.8, 2.1)	-

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 36b Over the past semester, how often did YOU use each of the following instructional strategies with your DESIGNATED CLASS?

Facilitate a discussion

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 838)			29.2 (26.7, 31.8)	58.7 (53.8, 64.2)
Almost Every Day	67.2 (64.5, 69.9)	-1.4 (-4.1, 1.2)	22.0 (19.8, 24.5)	49.2 (44.3, 54.9)
Once or Twice a week	23.0 (20.6, 25.4)	1.4 (-1.3, 4.2)	23.6 (21.4, 26.2)	65.2 (59.0, 72.3)
Once or Twice a month	4.5 (3.4, 5.7)	0.6 (-0.9, 2.1)	7.0 (5.7, 8.7)	76.5 (61.8, 94.8)
Once or Twice a semester	2.6 (1.7, 3.5)	-	3.0 (2.2, 4.1)	-
Never	2.6 (1.7, 3.5)	0.0 (-1.0, 1.0)	2.9 (2.1, 4.0)	56.0 (40.1, 78.2)

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 16c Over the past semester, how often did YOU use each of the following instructional strategies with your DESIGNATED CLASS?

Demonstrate a concept using the board or overhead projector

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 839)			29.7 (27.1, 32.3)	54.4 (49.9, 59.4)
Almost Every Day	62.0 (59.2, 64.7)	1.5 (-1.1, 4.2)	21.1 (18.9, 23.6)	45.1 (40.5, 50.4)
Once or Twice a week	22.3 (19.9, 24.7)	1.7 (-1.0, 4.3)	21.7 (19.5, 24.2)	61.0 (54.9, 68.0)
Once or Twice a month	6.4 (5.0, 7.8)	-1.4 (-3.1, 0.3)	8.8 (7.3, 10.7)	81.7 (67.5, 98.9)
Once or Twice a semester	3.7 (2.6, 4.8)	-1.1 (-2.2, 0.1)	3.9 (3.0, 5.2)	64.2 (48.3, 85.4)
Never	5.6 (4.3, 6.9)	-0.7 (-1.8, 0.4)	3.8 (2.9, 5.1)	38.4 (28.7, 51.3)

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 36d Over the past semester, how often did YOU use each of the following instructional strategies with your DESIGNATED CLASS?

Work with individual students

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 839)			21.0 (18.7, 23.3)	63.1 (56.6, 70.5)
Almost Every Day	81.8 (79.6, 84.0)	-3.3 (-5.7, -0.9) *	17.9 (15.9, 20.2)	56.0 (49.7, 63.3)
Once or Twice a week	14.4 (12.4, 16.4)	3.2 (0.8, 5.7) *	18.5 (16.4, 20.8)	68.5 (60.9, 77.3)
Once or Twice a month	2.5 (1.6, 3.4)	-	3.1 (2.2, 4.3)	-
Once or Twice a semester	0.7 (0.2, 1.2)	-	1.0 (0.5, 1.7)	-
Never	0.6 (0.2, 1.0)	-	1.5 (1.0, 2.4)	-

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 16e Over the past semester, how often did YOU use each of the following instructional strategies with your DESIGNATED CLASS?
Demonstrate a concept using a computer, videotape, or other electronic medium

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 839)			49.8 (47.0, 52.7)	66.1 (62.6, 70.1)
Almost Every Day	13.2 (11.3, 15.2)	-0.2 (-2.3, 1.8)	13.1 (11.4, 15.2)	57.5 (49.8, 66.7)
Once or Twice a week	33.8 (31.2, 36.5)	1.4 (-1.6, 4.5)	29.1 (26.7, 31.8)	64.3 (58.9, 70.3)
Once or Twice a month	27.8 (25.2, 30.3)	1.9 (-1.2, 5.0)	30.3 (27.8, 33.0)	73.9 (67.9, 80.7)
Once or Twice a semester	13.2 (11.3, 15.2)	-2.6 (-4.9, -0.4) *	15.5 (13.6, 17.7)	73.7 (64.7, 84.2)
Never	11.9 (10.1, 13.8)	-0.5 (-2.4, 1.5)	11.7 (10.0, 13.7)	56.6 (48.6, 66.2)

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

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Table 36f Over the past semester, how often did YOU use each of the following instructional strategies with your DESIGNATED CLASS?

Lecture

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 836)			44.3 (41.4, 47.1)	59.4 (55.8, 63.4)
Almost Every Day	* 32.5 (29.9, 35.2)	2.9 (0.3, 5.5) *	21.1 (18.9, 23.5)	46.9 (42.1, 52.4)
Once or Twice a week	29.5 (26.9, 32.1)	0.7 (-2.3, 3.7)	28.2 (25.8, 31.0)	67.3 (61.6, 73.8)
Once or Twice a month	10.4 (8.7, 12.1)	-0.2 (-2.4, 1.9)	13.9 (12.1, 16.0)	75.2 (65.4, 86.7)
Once or Twice a semester	8.7 (7.1, 10.3)	-3.2 (-5.2, -1.3) *	11.6 (9.9, 13.6)	87.4 (74.9,102.4)
Never	18.8 (16.6, 21.0)	-0.1 (-2.2, 2.0)	13.8 (12.0, 15.9)	45.2 (39.3, 52.2)

* Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 36g Over the past semester, how often did YOU use each of the following instructional strategies with your DESIGNATED CLASS?

Work with small groups of students

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 839)			34.7 (32.0, 37.4)	57.7 (53.4, 62.4)
Almost Every Day	51.1 (48.3, 54.0)	3.2 (0.5, 5.9) *	22.8 (20.5, 25.3)	45.6 (41.2, 50.7)
Once or Twice a week	36.6 (33.9, 39.3)	-5.8 (-8.9, -2.8) *	28.7 (26.3, 31.5)	64.1 (58.7, 70.2)
Once or Twice a month	7.3 (5.8, 8.7)	1.7 (-0.1, 3.5)	9.8 (8.2, 11.7)	65.6 (54.7, 78.6)
Once or Twice a semester	3.0 (2.0, 3.9)	0.5 (-0.8, 1.7)	4.8 (3.7, 6.2)	76.5 (59.0, 99.2)
Never	2.0 (1.2, 2.8)	-	3.3 (2.4, 4.5)	-

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 36h Over the past semester, how often did YOU use each of the following instructional strategies with your DESIGNATED CLASS? *

Lead question-and-answer session

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 829)			42.1 (39.3, 44.9)	70.5 (66.1, 75.5)
Almost Every Day	55.5 (52.6, 58.3)	-0.5 (-3.6, 2.7)	30.2 (27.7, 32.9)	61.0 (56.0, 66.6)
Once or Twice a week	29.9 (27.3, 32.5)	0.1 (-3.2, 3.4)	33.7 (31.1, 36.5)	80.2 (74.1, 87.0)
Once or Twice a month	6.9 (5.4, 8.3)	0.2 (-1.6, 2.1)	10.6 (9.0, 12.5)	81.6 (69.3, 96.3)
Once or Twice a semester	3.9 (2.8, 5.0)	-1.0 (-2.3, 0.3)	5.1 (3.9, 6.5)	77.6 (60.2, 99.9)
Never	3.9 (2.8, 5.0)	1.1 (-0.2, 2.3)	4.7 (3.6, 6.1)	55.8 (42.9, 72.6)

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- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 36i Over the past semester, how often did YOU use each of the following instructional strategies with your DESIGNATED CLASS?

Demonstrate a concept using manipulatives, models, other tools or objects

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 835)			44.2 (41.4, 47.0)	60.8 (57.1, 64.9)
Almost Every Day	32.6 (29.9, 35.2)	5.1 (2.6, 7.7) *	20.7 (18.6, 23.2)	45.3 (40.6, 50.7)
Once or Twice a week	35.7 (33.0, 38.4)	-3.7 (-6.8, -0.6) *	29.8 (27.4, 32.6)	66.5 (61.1, 72.7)
Once or Twice a month	15.4 (13.4, 17.5)	-0.4 (-2.7, 2.0)	17.4 (15.4, 19.7)	67.1 (59.4, 76.1)
Once or Twice a semester	8.3 (6.7, 9.8)	-1.7 (-3.6, 0.2)	10.8 (9.2, 12.7)	78.3 (66.7, 92.3)
Never	8.0 (6.5, 9.6)	0.6 (-1.2, 2.4)	9.7 (8.1, 11.6)	63.6 (53.0, 76.3)

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- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 36j Over the past semester, how often did YOU use each of the following instructional strategies with your DESIGNATED CLASS?

Administer a test or quiz for less than a full period

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 838)			35.9 (33.2, 38.6)	53.3 (49.5, 57.6)
Almost Every Day	4.1 (2.9, 5.2)	0.8 (-0.5, 2.2)	5.8 (4.6, 7.4)	68.4 (54.1, 86.4)
Once or Twice a week	47.9 (45.0, 50.7)	1.6 (-1.2, 4.3)	23.0 (20.8, 25.6)	46.1 (41.6, 51.2)
Once or Twice a month	25.9 (23.4, 28.4)	-1.2 (-4.0, 1.6)	24.1 (21.8, 26.7)	63.8 (57.8, 70.6)
Once or Twice a semester	9.2 (7.5, 10.8)	-0.1 (-2.0, 1.8)	11.1 (9.5, 13.0)	66.9 (57.1, 78.6)
Never	13.0 (11.1, 14.9)	-1.1 (-2.7, 0.5)	7.8 (6.3, 9.5)	35.5 (29.0, 43.5)

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 36k Over the past semester, how often did YOU use each of the following instructional strategies with your DESIGNATED CLASS?

Administer a test or a quiz for a full-period

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 836)			35.8 (33.0, 38.5)	49.5 (45.9, 53.5)
Almost Every Day	0.5 (0.1, 0.9)	-	0.8 (0.5, 1.5)	-
Once or Twice a week	14.2 (12.2, 16.2)	0.8 (-1.2, 2.9)	13.3 (11.5, 15.4)	53.1 (46.0, 61.4)
Once or Twice a month	34.6 (31.9, 37.3)	-0.5 (-3.2, 2.3)	23.0 (20.7, 25.5)	50.9 (46.0, 56.6)
Once or Twice a semester	18.5 (16.3, 20.8)	-1.8 (-4.3, 0.7)	19.3 (17.2, 21.7)	66.2 (59.1, 74.5)
Never	32.2 (29.5, 34.8)	1.1 (-1.1, 3.3)	15.2 (13.3, 17.4)	34.5 (30.2, 39.5)

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 39a Over the last semester, how often did you emphasize the following with these students?

Generalizing from patterns or examples

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 832)			53.2 (50.4, 56.1)	79.3 (75.3, 83.7)
Almost Every Day	45.2 (42.4, 48.0)	-9.4 (-12.8, -6.0) *	35.8 (33.2, 38.7)	73.6 (68.4, 79.6)
Once or Twice a week	38.6 (35.8, 41.4)	-0.6 (-4.3, 3.1)	41.0 (38.3, 44.0)	86.7 (81.1, 93.0)
Once or Twice a month	10.3 (8.6, 12.1)	6.0 (3.6, 8.4) *	17.8 (15.8, 20.1)	76.3 (67.7, 86.4)
Once or Twice a semester	2.2 (1.3, 3.0)	2.3 (0.8, 3.8) *	6.6 (5.3, 8.2)	103.0 (82.5,128.5)
Never	3.7 (2.6, 4.8)	1.7 (0.4, 3.0) *	5.3 (4.1, 6.8)	60.6 (47.3, 77.6)

- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different from Zero
# Estimate is Undefined

Table 39b Over the last semester, how often did you emphasize the following with these students?

Analyzing and interpreting information

Question	Percentage in RI	NDR	QDR	Index
L-Fold ..... (n = 832)			44.8 (42.0, 47.7)	71.2 (67.0, 76.0)
Almost Every Day	51.6 (48.7, 54.4)	-6.6 (-9.8, -3.4) *	30.6 (28.2, 33.4)	61.1 (56.2, 66.7)
Once or Twice a week	34.5 (31.8, 37.2)	2.4 (-1.1, 5.9)	36.8 (34.2, 39.7)	80.1 (74.4, 86.4)
Once or Twice a month	8.1 (6.5, 9.6)	3.1 (1.0, 5.3) *	14.4 (12.6, 16.6)	82.7 (72.2, 95.2)
Once or Twice a semester	1.9 (1.1, 2.7)	-	2.9 (2.1, 4.0)	-
Never	4.0 (2.9, 5.1)	1.3 (0.0, 2.6) *	4.9 (3.8, 6.4)	55.8 (43.2, 72.1)

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- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different from Zero
# Estimate is Undefined

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Table 39c Over the last semester, how often did you emphasize the following with these students?

Organizing, summarizing, or displaying information

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 832)			51.9 (49.1, 54.8)	77.4 (73.4, 81.9)
Almost Every Day	45.2 (42.4, 48.0)	-5.5 (-8.9, -2.2) *	34.9 (32.3, 37.7)	71.1 (65.9, 77.0)
Once or Twice a week	35.2 (32.5, 37.9)	1.7 (-1.8, 5.2)	38.2 (35.6, 41.2)	82.9 (77.2, 89.2)
Once or Twice a month	12.5 (10.6, 14.4)	0.5 (-2.0, 3.0)	19.0 (16.9, 21.4)	85.4 (76.1, 96.2)
Once or Twice a semester	3.1 (2.1, 4.1)	1.1 (-0.4, 2.5)	6.4 (5.1, 8.0)	90.1 (71.9,112.9)
Never	4.0 (2.9, 5.1)	2.3 (0.9, 3.6) *	5.4 (4.2, 6.9)	55.6 (43.6, 71.1)

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- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different from Zero
# Estimate is Undefined

Table 41a The following is a list of ACTIVITIES TO COMPLETE AT HOME or homework that you might have assigned your students. For each activity described belowindicate the frequency with which you assigned each over the last semester in your DESIGNATED CLASS

Write a journal entry

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 822)			36.6 (33.9, 39.4)	57.3 (53.3, 61.9)
Almost Every Day	11.6 (9.7, 13.4)	1.5 (-0.5, 3.4)	11.7 (10.0, 13.7)	54.2 (46.4, 63.5)
Once or Twice a week	13.4 (11.4, 15.3)	3.2 (0.8, 5.5) *	16.3 (14.3, 18.6)	63.9 (56.3, 72.9)
Once or Twice a month	10.3 (8.6, 12.1)	-1.6 (-3.6, 0.5)	12.8 (11.0, 14.9)	73.9 (63.8, 85.9)
Once or Twice a semester	9.2 (7.6, 10.9)	-3.4 (-5.3, -1.5) *	11.2 (9.5, 13.2)	79.9 (68.2, 94.0)
Never	55.5 (52.6, 58.3)	0.4 (-2.3, 3.0)	21.3 (19.1, 23.8)	43.1 (38.7, 48.2)

400 - Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different from Zero
# Estimate is Undefined

Table 41b The following is a list of ACTIVITIES TO COMPLETE AT HOME or homework that you might have assigned your students. For each activity described below indicate the frequency with which you assigned each over the last semester in your DESIGNATED CLASS

Prepare a written report

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 827)			43.0 (40.2, 45.9)	59.2 (55.6, 63.4)
Almost Every Day	1.7 (1.0, 2.4)	-	2.5 (1.8, 3.6)	-
Once or Twice a week	10.0 (8.3, 11.8)	0.0 (-2.1, 2.1)	13.1 (11.3, 15.2)	72.3 (62.6, 83.9)
Once or Twice a month	25.5 (23.0, 28.0)	3.5 (0.5, 6.5) *	27.0 (24.6, 29.7)	67.9 (61.9, 74.7)
Once or Twice a semester	29.6 (27.0, 32.2)	-3.0 (-6.0, -0.1) *	26.2 (23.9, 28.9)	64.8 (59.0, 71.5)
Never	33.1 (30.4, 35.8)	0.1 (-2.3, 2.5)	17.3 (15.3, 19.6)	39.0 (34.5, 44.2)

- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different from Zero
# Estimate is Undefined

Table 41c The following is a list of ACTIVITIES TO COMPLETE AT HOME or homework that you might have assigned your students. For each activity described below indicate the frequency with which you assigned each over the last semester in your DESIGNATED CLASS

Work on problems for which there is no obvious method of solution

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 817)			46.0 (43.2, 48.9)	70.1 (66.0, 74.8)
Almost Every Day	3.5 (2.5, 4.6)	-1.1 (-2.2, -0.0) *	3.5 (2.6, 4.8)	60.9 (45.0, 82.6)
Once or Twice a week	14.4 (12.4, 16.5)	-3.9 (-6.2, -1.6) *	15.9 (14.0, 18.2)	72.6 (63.7, 82.9)
Once or Twice a month	18.8 (16.6, 21.1)	-2.2 (-5.0, 0.6)	23.0 (20.8, 25.6)	78.8 (71.0, 87.6)
Once or Twice a semester	14.4 (12.4, 16.5)	-0.9 (-3.6, 1.9)	22.2 (19.9, 24.7)	91.9 (82.7,102.5)
Never	48.7 (45.8, 51.6)	8.1 (5.1, 11.1) *	27.4 (25.0, 30.2)	54.6 (49.9, 60.1)

- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different from Zero
# Estimate is Undefined

Table 41d The following is a list of ACTIVITIES TO COMPLETE AT HOME or homework that you might have assigned your students. For each activity described below indicate the frequency with which you assigned each over the last semester in your DESIGNATED CLASS

Read the textbook or other assigned reading

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 825)			46.1 (43.2, 48.9)	61.8 (58.2, 65.8)
Almost Every Day	32.0 (29.3, 34.7)	0.2 (-2.7, 3.2)	26.4 (24.1, 29.1)	60.6 (55.2, 66.8)
Once or Twice a week	27.9 (25.3, 30.4)	1.0 (-2.1, 4.1)	29.3 (26.9, 32.1)	72.2 (66.2, 79.0)
Once or Twice a month	10.5 (8.8, 12.3)	-0.7 (-2.9, 1.4)	14.3 (12.5, 16.5)	78.2 (68.1, 90.0)
Once or Twice a semester	5.5 (4.2, 6.8)	-0.4 (-2.0, 1.3)	7.9 (6.4, 9.7)	78.9 (64.3, 96.7)
Never	24.1 (21.7, 26.6)	-0.1 (-2.3, 2.0)	14.2 (12.3, 16.3)	38.8 (33.8, 44.7)

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- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different from Zero
# Estimate is Undefined

Table 41e The following is a list of ACTIVITIES TO COMPLETE AT HOME or homeworkthat you might have assigned your students. For each activity described below indicate the frequency with which you assigned each over the last semester in your DESIGNATED CLASS

Apply concepts or principles to different or unfamiliar situations

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 815)			56.8 (54.0, 59.7)	73.9 (70.4, 77.8)
Almost Every Day	14.7 (12.7, 16.8)	-2.0 (-4.4, 0.4)	17.2 (15.2, 19.5)	72.4 (63.9, 82.3)
Once or Twice a week	31.4 (28.7, 34.1)	-0.4 (-3.7, 2.9)	32.8 (30.2, 35.6)	76.3 (70.4, 83.0)
Once or Twice a month	19.5 (17.2, 21.8)	-0.1 (-3.1, 2.8)	26.4 (24.0, 29.1)	84.2 (76.6, 92.8)
Once or Twice a semester	10.4 (8.7, 12.2)	-2.0 (-4.2, 0.3)	15.0 (13.1, 17.2)	87.4 (76.4,100.4)
Never	23.9 (21.5, 26.4)	4.4 (1.7, 7.1) *	22.3 (20.1, 24.9)	57.7 (51.9, 64.3)

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- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different from Zero
# Estimate is Undefined

Table 41f The following is a list of ACTIVITIES TO COMPLETE AT HOME or homework that you might have assigned your students. For each activity described below indicate the frequency with which you assigned each over the last semester in your DESIGNATED CLASS

Read supplementary material

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 825)			50.7 (47.8, 53.5)	64.7 (61.3, 68.6)
Almost Every Day	14.3 (12.3, 16.3)	0.6 (-1.8, 3.0)	17.1 (15.1, 19.4)	68.5 (60.5, 77.8)
Once or Twice a week	25.7 (23.2, 28.2)	3.2 (0.2, 6.1) *	26.9 (24.5, 29.6)	67.7 (61.8, 74.6)
Once or Twice a month	21.2 (18.9, 23.6)	-0.4 (-3.2, 2.5)	25.1 (22.8, 27.7)	75.5 (68.6, 83.5)
Once or Twice a semester	13.3 (11.4, 15.3)	-3.0 (-5.3, -0.8) *	15.6 (13.7, 17.9)	74.9 (65.7, 85.6)
Never	25.5 (23.0, 27.9)	-0.4 (-2.7, 2.0)	16.6 (14.6, 18.9)	44.0 (38.8, 50.0)

- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different from Zero
# Estimate is Undefined

Table 41g The following is a list of ACTIVITIES TO COMPLETE AT HOME or homework that you might have assigned your students. For each activity described below indicate the frequency with which you assigned each over the last semester in your DESIGNATED CLASS

Complete routine exercises or problems from worksheet, workbook, or text

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 818)			41.4 (38.6, 44.3)	56.2 (52.6, 60 3)
Almost Every Day	30.6 (27.9, 33.2)	2.0 (-0.8, 4.7)	23.5 (21.2, 26.1)	54.3 (49.1, 60.4)
Once or Twice a week	32.5 (29.8, 35.2)	-0.7 (-3.7, 2.3)	26.9 (24.5, 29.6)	61.6 (56.2, 67.9)
Once or Twice a month	9.4 (7.7, 11.1)	0.5 (-1.6, 2.6)	13.2 (11.4, 15.3)	75.7 (65.4, 87.8)
Once or Twice a semester	5.3 (4.0, 6.5)	-1.2 (-2.8, 0.4)	7.6 (6.2, 9.3)	85.5 (69.4,105.3)
Never	22.2 (19.9, 24.6)	-0.5 (-2.5, 1.5)	11.7 (10.1, 13.8)	34.2 (29.3, 40.1)

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- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different from Zero
# Estimate is Undefined

Table 41h The following is a list of ACTIVITIES TO COMPLETE AT HOME or homework that you might have assigned your students. For each activity described below indicate the frequency with which you assigned each over the last semester in your DESIGNATED CLASS

Work on a project, gather data, conduct an experiment

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 824)			51.9 (49.1, 54.8)	68.7 (65.2, 72.7)
Almost Every Day	3.0 (2.1, 4.0)	1.2 (-0.1, 2.5)	5.1 (4.0, 6.6)	72.6 (56.3, 93.5)
Once or Twice a week	16.9 (14.7, 19.0)	-1.6 (-4.1, 1.0)	19.5 (17.4, 22.0)	72.4 (64.6, 81.4)
Once or Twice a month	25.4 (22.9, 27.9)	2.1 (-1.2, 5.3)	31.9 (29.4, 34.8)	82.1 (75.6, 89.4)
Once or Twice a semester	25.1 (22.6, 27.6)	-4.1 (-7.1, -1.1) *	26.9 (24.6, 29.6)	75.7 (69.1, 83.4)
Never	29.6 (27.0, 32.2)	2.4 (-0.2, 5.0)	20.4 (18.2, 22.9)	47.8 (42.7, 53.6)

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- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different from Zero
# Estimate is Undefined

Table 41i The following is a list of ACTIVITIES TO COMPLETE AT HOME or homework that you might have assigned your students. For each activity described below indicate the frequency with which you assigned each over the last semester in your DESIGNATED CLASS

Prepare an oral report

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 826)			40.3 (37.5, 43.1)	58.7 (54.9, 63.0)
Almost Every Day	0.7 (0.2, 1.2)	-	1.0 (0.5, 1.7)	-
Once or Twice a week	4.8 (3.6, 6.1)	1.0 (-0.6, 2.6)	7.7 (6.3, 9.5)	76.8 (62.5, 94.3)
Once or Twice a month	20.6 (18.3, 22.9)	1.8 (-0.9, 4.5)	21.9 (19.7, 24.4)	64.9 (58.4, 72.4)
Once or Twice a semester	33.9 (31.2, 36.6)	-3.3 (-6.4, -0.2) *	28.9 (26.5, 31.7)	66.1 (60.6, 72.4)
Never	40.0 (37.1, 42.8)	0.2 (-2.4, 2.9)	21.1 (18.9, 23.6)	43.9 (39.3, 49.1)

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- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different from Zero
# Estimate is Undefined

Table 41j The following is a list of ACTIVITIES TO COMPLETE AT HOME or homework that you might have assigned your students. For each activity described below indicate the frequency with which you assigned each over the last semester in your DESIGNATED CLASS

Complete a short writing assignment

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 825)			47.8 (44.9, 50.6)	62.1 (58.6, 66.1)
Almost Every Day	9.5 (7.8, 11.1)	0.2 (-1.8, 2.2)	12.1 (10.4, 14.2)	70.0 (60.1, 81.7)
Once or Twice a week	28.6 (26.0, 31.2)	4.4 (1.4, 7.4) *	27.4 (25.0, 30.1)	64.1 (58.5, 70.5)
Once or Twice a month	19.6 (17.4, 21.9)	-0.5 (-3.2, 2.3)	22.8 (20.5, 25.4)	72.9 (65.7, 81.1)
Once or Twice a semester	14.7 (12.6, 16.7)	-3.0 (-5.4, -0.7) *	17.1 (15.1, 19.4)	74.7 (66.0, 84.8)
Never	27.6 (25.1, 30.2)	-1.1 (-3.4, 1.2)	16.1 (14.2, 18.4)	40.8 (35.9, 46.5)

- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different from Zero
# Estimate is Undefined

Table 43 Estimate the amount of time, in minutes, an average student in your class spent doing homework or activities you assigned students in your DESIGNATED CLASS to complete at home during an average WEEK

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 834)			56.4 (53.5, 59.2)	67.0 (63.9, 70.6)
0 Minutes	15.9 (13.9, 18.0)	-2.2 (-3.7, -0.6) *	7.2 (5.8, 8.9)	28.4 (23.0, 35.1)
1-30 Minutes	22.9 (20.5, 25.3)	0.0 (-2.7, 2.7)	21.6 (19.4, 24.1)	61.1 (54.9, 68.2)
31-60 Minutes	21.2 (18.9, 23.6)	0.6 (-2.3, 3.5)	25.5 (23.2, 28.2)	75.6 (68.7, 83.4)
61-90 Minutes	12.5 (10.6, 14.4)	1.8 (-0.6, 4.2)	17.9 (15.8, 20.2)	77.1 (68.4, 87.2)
91-120 Minutes	12.0 (10.1, 13.8)	-1.0 (-3.2, 1.3)	15.3 (13.5, 17.6)	75.3 (66.0, 86.2)
121-150 Minutes	6.1 (4.8, 7.5)	1.2 (-0.7, 3.1)	11.3 (9.6, 13.2)	89.9 (76.8,105.6)
151-180 Minutes	3.2 (2.2, 4.2)	1.1 (-0.4, 2.6)	6.6 (5.3, 8.2)	90.7 (72.7,113.1)
181-210 Minutes	1.3 (0.7, 2.0)	-	2.0 (1.4, 3.0)	-
211-240 Minutes	4.8 (3.6, 6.0)	-1.4 (-2.8, -0.1) *	5.3 (4.1, 6.8)	67.4 (52.6, 86.3)

:0 120

- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different form Zero
# Estimate is Undefined

Table 43 (collapsed) Estimate the amount of time, in minutes, an average student in your classspent doing homework or activities you assigned students in your DESIGNATED CLASS to complete at home during an average WEEK.

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 834)			42.7 (39.9, 45.5)	60.5 (56.8, 64.8)
0 Minutes	15.9 (13.9, 18.0)	-2.2 (-3.7, -0.6) *	7.2 (5.8, 8.9)	28.4 (23.0, 35.1)
1-60 Minutes	44.1	0.6 (41.3, 47.0)	29.4 (-2.5, 3.7)	59.5 (26.9, 29.7) (54.6, 65.1)
61-120 Minutes	24.5 (2.0, 26.9)	0.8 (-2.1, 3.8)	27.0 (24.6, 29.7)	72.2 (65.8, 79.4)
121-180 Minutes	9.4 (7.7, 11.0)	2.3 (0.0, 4.5) *	15.7 (13.8, 17.9)	83.5 (73.4, 95.4)
181-240 Minutes	6.1 (4.8, 7.5)	-1.6 (-3.0, -0.1) *	6.1 (4.9, 7.7)	60.5 (48.0, 76.1)

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- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different form Zero
# Estimate is Undefined

Table 44a How often do you use assessment information for the following purposes in your DESIGNATED CLASS?

Determining student grades or other formal progress reports

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 828)			51.6 (48.7, 54.4)	76.2 (72.2, 80.7)
Always	43.0 (40.2, 45.8)	-5.6 (-8.9, -2.2) *	34.1 (31.5, 36.9)	70.6 (65.3, 76.6)
Often	35.4 (32.7, 38.1)	3.7 (0.2, 7.2) *	37.3 (34.7, 40.2)	79.7 (74.1, 86.0)
Sometimes	13.2 (11.2, 15.1)	1.6 (-1.0, 4.2)	20.4 (18.3, 22.9)	85.0 (76.1, 95.2)
Rarely	2.5 (1.6, 3.4)	-	3.7 (2.8, 5.0)	-
Never	5.9 (4.6, 7.3)	0.6 (-1.0, 2.2)	7.6 (6.2, 9.4)	65.2 (53.0, 80.2)

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- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different form Zero
# Estimate is Undefined

Table 44b How often do you use assessment information for the following purposes in your DESIGNATED CLASS?

Providing feedback to students

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 826)			50.7 (47.9, 53.6)	78.7 (74.5, 83.4)
Always	45.8 (42.9, 48.6)	-9.0 (-12.4, -5.6) *	35.1 (32.5, 38.0)	71.8 (66.6, 77.7)
Often	37.3 (34.5, 40.1)	9.1 (5.5, 12.7) *	40.1 (37.4, 43.0)	81.7 (76.3, 87.7)
Sometimes	10.7 (8.9, 12.4)	0.7 (-1.6, 3.1)	16.9 (15.0, 19.3)	86.4 (76.3, 98.2)
Rarely	3.1 (2.1, 4.1)	-1.2 (-2.4, 0.0)	4.6 (3.5, 6.0)	92.7 -(71.0,121.0)
Never	3.1 (2.1, 4.1)	0.4 (-0.9, 1.6)	4.7 (3.6, 6.1)	73.3 (56.4, 95.4)

- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different form Zero
# Estimate is Undefined

Table 44c How often do you use assessment information for the following purposes in your DESIGNATED CLASS?

Diagnosing student learning problems

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 825)				
Always			54.3 (51.5, 57.2)	75.4 (71.7, 79.6)
Often	27.3 (24.7, 29.8)	1.7 (-1.4, 4.8)	28.8 (26.4, 31.6)	71.3 (65.3, 78.2)
Sometimes	36.8 (34.1, 39.6)	1.8 (-1.7, 5.4)	38.7 (36.0, 41.6)	82.2 (76.7, 88.5)
Rarely	24.5 (22.0, 26.9)	-3.2 (-6.1, -0.2) *	26.2 (23.8, 28.9)	74.0 (67.4, 81.6)
Never	6.1 (4.7, 7.4)	-0.5 (-2.1, 1.1)	8.0 (6.5, 9.8)	73.0 (59.6, 89.3)
	5.3 (4.0, 6.6)	0.1 (-1.4, 1.6)	6.9 (5.6, 8.6)	67.7 (54.5, 84.1)

828

\- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different form Zero
\# Estimate is Undefined

Table 44d How often do you use assessment information for the following purposes in your DESIGNATED CLASS?

Reporting to parents

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 825)				
Always			52.1 (49.3, 55.0)	74.6 (70.8, 79.0)
Often	22.4 (20.0, 24.8)	-1.2 (-4.0, 1.6)	23.5 (21.3, 26.1)	68.9 (62.3, 76.5)
Sometimes	43.6 (40.8, 46.5)	-1.8 (-5.3, 1.7)	37.0 (34.4, 39.9)	75.5 (70.2, 81.5)
Rarely	25.2 (22.7, 27.7)	1.3 (-1.8, 4.5)	30.2 (27.7, 33.0)	78.7 (72.2, 85.9)
Never	5.1 (3.8, 6.3)	1.1 (-0.6, 2.8)	8.6 (7.1, 10.5)	80.9 (66.5, 98.3)
	3.6 (2.6, 4.7)	0.6 (-0.7, 1.9)	5.0 (3.8, 6.4)	65.6 (50.8, 84.8)

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- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different form Zero
# Estimate is Undefined

Table 44e How often do you use assessment information for the following purposes in your DESIGNATED CLASS?

Assigning students to different programs or tracks

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 823)			59.2 (56.4, 62.0)	76.0 (72.6, 79.9)
Always	10.1 (8.4, 11.8)	-1.5 (-3.6, 0.7)	14.1 (12.3, 16.3)	83.0 (72.3, 95.8)
Often	16.4 (14.3, 18.5)	3.2 (0.4, 5.9) *	23.3 (21.1, 25.9)	79.0 (71.3, 87.7)
Sometimes	28.3 (25.7, 30.9)	-2.4 (-5.7, 0.8)	32.6 (30.0, 35.4)	82.4 (76.0, 89.6)
Rarely	18.2 (16.0, 20.4)	0.2 (-2.6, 3.1)	25.0 (22.7, 27.7)	83.5 (75.8, 92.4)
Never	27.0 (24.4, 29.5)	0.5 (-2.3, 3.3)	23.3 (21.1, 25.9)	58.9 (53.2, 65.4)

A32

- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different form Zero
# Estimate is Undefined

Table 44f How often do you use assessment information for the following purposes in your DESIGNATED CLASS?

Planning for future lessons

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 824)			50.7 (47.9, 53.6)	73.8 (69.9, 78.2)
Always	37.6 (34.8, 40.4)	-4.2 (-7.5, -1.0) *	31.9 (29.4, 34.8)	69.6 (64.1, 75.7)
Often	37.4 (34.6, 40.2)	2.9 (-0.5, 6.4)	36.2 (33.6, 39.1)	76.1 (70.6, 82.2)
Sometimes	17.7 (15.5, 19.9)	1.3 (-1.4, 4.1)	22.7 (20.5, 25.3)	75.6 (68.1, 84.1)
Rarely	3.4 (2.4, 4.4)	-0.7 (-2.0, 0.6)	5.1 (4.0, 6.6)	86.6 (67.2,111.5)
Never	3.9 (2.8, 5.0)	0.7 (-0.6, 2.1)	5.6 (4.4, 7.1)	68.6 (53.9, 87.4)

- Too Few Cases to Produce a Reliable Estimate
* Estimate is Statistically Different form Zero
# Estimate is Undefined

Table 49a How often did you use student portfolios in your DESIGNATED CLASS last semester or grading period for the following?

Training students to reflect upon and/or assess each piece of work

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 460)			68.3 (64.7, 71.8)	86.8 (82.7, 91.7)
Almost every day	13.9 (11.3, 16.6)	-6.1 (-9.1, -3.1) *	15.2 (12.8, 18.3)	77.8 (65.2, 93.4)
Once or twice a week	25.4 (22.1, 28.8)	-1.3 (-5.8, 3.1)	33.5 (30.2, 37.4)	89.8 (80.9,100.3)
Once or twice a month	27.4 (24.0, 30.8)	-1.1 (-5.7, 3.5)	36.3 (32.9, 40.3)	92.4 (83.8,102.5)
Once or twice a semester	15.7 (12.9, 18.4)	4.6 (0.4, 8.7) *	28.9 (25.7, 32.7)	97.9 (87.1,110.6)
Never	17.6 (14.7, 20.5)	3.9 (0.3, 7.6) *	22.6 (19.7, 26.1)	71.7 (62.4, 82.8)

A36

-Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 49b How often did you use student portfolios in your DESIGNATED CLASS last semester or grading period for the following?

Training students to reflect upon and/or assess their overall progress

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 461)			67.0 (63.4, 70.6)	85.2 (81.0, 90.2)
Almost every day	12.8 (10.2, 15.4)	-5.6 (-8.5, -2.8) *	13.9 (11.5, 16.8)	76.6 (63.6, 92.8)
Once or twice a week	28.6 (25.2, 32.1)	-8.5 (-13.0, -4.0) *	34.5 (31.1, 38.4)	92.6 (83.6,103.1)
Once or twice a month	30.2 (26.6, 33.7)	-1.1 (-5.8, 3.6)	38.0 (34.5, 42.0)	91.1 (82.8,100.7)
Once or twice a semester	11.3 (8.9, 13.7)	16.1 (11.8, 20.3) *	30.4 (27.1, 34.2)	93.6 (83.6,105.4)
Never	17.1 (14.2, 20.0)	-0.9 (-4.1, 2.3)	17.4 (14.7, 20.5)	62.4 (53.0, 73.8)

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~Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 49c How often did you use student portfolios in your DESIGNATED CLASS last semester or grading period for the following?

Communicating student progress to parents

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 464)			77.2 (73.9, 80.4)	94.3 (90.7, 98.5)
Almost every day	16.4 (13.6, 19.2)	-11.6 (-14.9, -8.4) *	17.7 (15.1, 20.9)	90.3 (76.9,106.7)
Once or twice a week	34.9 (31.3, 38.6)	-23.1 (-27.8,-18.4) *	37.7 (34.3, 41.7)	98.0 (89.1,108.4)
Once or twice a month	26.9 (23.6, 30.3)	-2.4 (-7.1, 2.4)	38.6 (35.2, 42.6)	100.8 (91.8,111.3)
Once or twice a semester	11.4 (9.0, 13.9)	36.6 (31.4, 41.8) *	46.1 (42.6, 50.2)	95.1 (87.8,103.5)
Never	10.3 (8.0, 12.7)	0.4 (-2.5, 3.3)	14.2 (11.8, 17.2)	75.3 (62.7, 91.0)

; 140

-Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 49d How often did you use student portfolios in your DESIGNATED CLASS last semester or grading period for the following?

Determining student grades or other formal progress reports

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 461)			74.0 (70.6, 77.3)	91.2 (87.4, 95.7)
Almost every day	20.0 (16.9, 23.0)	-12.8 (-16.4, -9.2) *	21.5 (18.6, 24.9)	88.5 (76.8,102.7)
Once or twice a week	31.9 (28.3, 35.5)	-12.8 (-17.3, -8.3) *	34.9 (31.6, 38.9)	90.0 (81.3,100.2)
Once or twice a month	26.0 (22.7, 29.4)	-2.0 (-6.5, 2.6)	35.8 (32.4, 39.8)	95.3 (86.3,105.8)
Once or twice a semester	9.1 (6.9, 11.3)	25.8 (21.2, 30.5) *	36.7 (33.3, 40.6)	97.3 (88.3,107.9)
Never	13.0 (10.4, 15.6)	1.7 (-1.6, 5.1)	19.1 (16.4, 22.4)	79.8 (68.4, 93.6)

-Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 49e How often did you use student portfolios in your DESIGNATED CLASS last semester or grading period for the following?

Planning for future lessons

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 461)			66.2 (62.5, 69.8)	84.3 (80.0, 89.2)
Almost every day	18.7 (15.7, 21.6)	-3.3 (-6.7, 0.2)	20.2 (17.4, 23.5)	71.3 (61.4, 83.2)
Once or twice a week	30.4 (26.8, 33.9)	-4.8 (-9.3, -0.2) *	34.7 (31.4, 38.6)	85.9 (77.6, 95.6)
Once or twice a month	27.5 (24.1, 31.0)	-3.0 (-7.6, 1.5)	34.7 (31.4, 38.6)	90.0 (81.3,100.2)
Once or twice a semester	11.3 (8.9, 13.7)	2.2 (-1.3, 5.7)	20.8 (18.0, 24.2)	96.0 (83.0,111.7)
Never	12.1 (9.6, 14.7)	8.9 (5.3, 12.5) *	21.9 (19.0, 25.4)	78.0 (67.8, 90.4)

-Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 49f How often did you use student portfolios in your DESIGNATED CLASS last semester or grading period for the following?

Diagnosing student learning problems

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 459)			66.4 (62.8, 70.1)	85.1 (80.9, 90.2)
Almost every day	17.4 (14.5, 20.3)	0.2 (-3.3, 3.7)	20.3 (17.5, 23.6)	70.0 (60.4, 81.7)
Once or twice a week	30.1 (26.5, 33.6)	-5.7 (-10.3, -1.0) *	36.2 (32.8, 40.1)	90.9 (82.4,100.9)
Once or twice a month	30.9 (27.4, 34.5)	-4.4 (-9.0, 0.3)	36.2 (32.8, 40.1)	88.1 (79.8, 97.8)
Once or twice a semester	10.2 (7.9, 12.6)	10.7 (6.8, 14.6) *	25.9 (22.9, 29.6)	96.5 (85.1,110.1)
Never	11.3 (8.9, 13.8)	-0.9 (-3.8, 2.1)	14.4 (12.0, 17.4)	74.1 (61.7, 89.4)

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-Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 49g How often did you use student portfolios in your DESIGNATED CLASS last semester or grading period for the following?

Making informed decisions about student placement

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 458)			64.8 (61.2, 68.5)	82.4 (78.1, 87.5)
Almost every day	12.4 (9.9, 15.0)	-6.8 (-9.5, -4.0) *	12.4 (10.2, 15.3)	74.5 (61.1, 91.4)
Once or twice a week	20.1 (17.0, 23.2)	-10.9 (-14.6, -7.2) *	23.1 (20.2, 26.7)	90.5 (79.0,104.3)
Once or twice a month	25.5 (22.2, 28.9)	-6.8 (-11.2, -2.4) *	32.5 (29.2, 36.4)	93.7 (84.2,104.9)
Once or twice a semester	17.5 (14.5, 20.4)	14.8 (10.3, 19.4) *	34.9 (31.6, 38.9)	90.8 (82.0,101.0)
Never	24.5 (21.2, 27.8)	9.6 (5.6, 13.6) *	26.6 (23.5, 30.3)	63.6 (56.2, 72.5)

- Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 49h How often did you use student portfolios in your DESIGNATED CLASS last semester or grading period for the following?

Making informed decisions about student graduation

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 442)			47.3 (43.4, 51.2)	80.0 (73.9, 87.2)
Almost every day	7.7 (5.6, 9.8)	-5.4 (-7.7, -3.2) *	8.1 (6.2, 10.7)	84.8 (64.5,111.4)
Once or twice a week	11.5 (9.0, 14.0)	-10.4 (-13.2, -7.7) *	12.2 (10.0, 15.1)	98 5 (80.3,121.6)
Once or twice a month	12.9 (10.3, 15.5)	-8.4 (-11.5, -5.3) *	15.6 (13.1, 18.8)	96.0 (80.5,115.4)
Once or twice a semester	14.3 (11.5, 17.0)	9.5 (5.3, 13.7) *	28.5 (25.3, 32.3)	91.3 (80.9,103.5)
Never	53.6 (49.7, 57.5)	14.7 (10.4, 19.0) *	30.1 (26.8, 34.0)	61.8 (55.1, 69.8)

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-Too few cases to produce a reliable estimate
* Estimate is statistically different from zero
# Estimate is undefined

Table 49i How often did you use student portfolios in your DESIGNATED CLASS last semester or grading period for the following?

Providing information for program or school accountability

Question	Percentage in RI	NDR	GDR	Index
L-Fold ..... (n = 448)			68.5 (64.9, 72.1)	88.5 (84.2, 93.6)
Almost every day	12.7 (10.1, 15.3)	-6.9 (-9.8, -4.0) *	13.6 (11.3, 16.6)	79.9 (66.0, 97.3)
Once or twice a week	19.0 (15.9, 22.0)	-13.4 (-17.0, -9.7) *	21.9 (19.0, 25.4)	97.5 (84.5,113.2)
Once or twice a month	24.1 (20.8, 27.4)	-10.7 (-14.9, -6.5) *	29.5 (26.2, 33.3)	94.9 (84.5,107.3)
Once or twice a semester	14.5 (11.8, 17.2)	17.0 (12.3, 21.7) *	36.6 (33.2, 40.7)	99.3 (90.0,110.3)
Never	29.7 (26.1, 33.2)	14.1 (9.4, 18.7) *	35.5 (32.1, 39.5)	74.8 (67.6, 83.3)

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Conversion Table for TFS-3 Interview Form Question Numbers and TFS-3(R) Reinterview Form Question Numbers

Note: Attachment E omits pages 2, 10, & 11 of the questionnaire, because they were for notes only.

TFS-3 Question Number	TFS-3(R) Question Number
1a-b	1a-b
2	2
3a-b	3a-b
7a-b	4a-b
8a-b	5a-b
9a-b	6a-b
31	7
33	8
34	9
36a-k	10a-k
39a-c	11a-c
41a-j	12a-j
43	13
44a-f	14a-f
49a-i	15a-i

OMB No. 1850-0617. Approval Expires 12/31/95

FORM TFS-3(RI)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

TEACHER FOLLOW-UP SURVEY
Reinterview Questionnaire for Current Teachers
1994 – 1995

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

RETURN TO

Bureau of the Census
Statistical Methods/Quality Assurance Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

(Please correct any error in name, address, and ZIP Code)

When you responded to the Teacher Follow-up Survey a short time ago, were you still teaching – full time, part-time, or as a long-term substitute – in grades K through 12?

003 1 ☐ Yes → *PLEASE CONTINUE with this survey.*

2 ☐ No (STOP) *RETURN THIS FORM to the Bureau of the Census in the enclosed envelope.*

Dear Teacher:

Thank you for your recent participation in the Teacher follow-up Survey. As part of conducting a survey, we like to evaluate the quality of our data. We want to measure how effective our questions and data collection procedures are at obtaining reliable responses. One way to test our questions and procedures is to contact original respondents and reask selected items from the teacher follow-up survey questionnaire you recently mailed us.

Please complete this reinterview questionnaire with information about your teaching at the school named on the address label at the right. Return this questionnaire to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 2 weeks.

If you have questions, please call the Bureau of the Census toll free at 1-800-221-1204.

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INSTRUCTIONS

Most of the items on this questionnaire are arranged so that the answer categories or spaces for written answers are under the questions. Please answer the questions by marking the appropriate answer category with an X, or recording your answer in the space provided. We suggest that you use a pencil, rather than a pen or marker.

Notice that at the end of some answer categories and answer spaces, there are instructions to skip to later questions or to continue with the next question on the questionnaire.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "NOTES" space. Please include the item number.

If you have any questions, call the Bureau of the Census, toll free, at 1-800-[illegible]-1204.

Return your completed questionnaire to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within two weeks.

SECTION 1 – MAIN ACTIVITY

EDUCATION FIELDS

(Use codes to answer items 1a, 1b, 2, 3a, and 3b)

01 Teaching in an elementary or secondary school
02 Working in an elementary or secondary school with an assignment OTHER THAN teaching
03 Working in an occupation outside of elementary or secondary education
04 Attending a college or university
05 Caring for family members
06 Retired
07 Other

NOTES

1a. Is your time EQUALLY DIVIDED between two of the above listed activities?

080 1 ☐ Yes
2 ☐ No → GO to item 2.

b. What are the codes from the list above?

082 ☐☐ Code and 083 ☐☐ Code → GO to item 4.

2. What code from the list above best describes the activity you spend most of your time on during the work week; that is, what is your main activity?

084 ☐☐ Code Main activity

3a. Do you spend time on any other activity from the list above?

085 1 ☐ Yes
2 ☐ No → GO to item 4.

b. What code from the list above best describes this other activity?

086 ☐☐ Code Other activity

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SECTION I – MAIN ACTIVITY – CONTINUED

TEACHING ASSIGNMENT FIELD CODES FOR QUESTIONS 4a and b

01 Prekindergarten
02 Kindergarten
03 General elementary

Special areas
86 American Indian/Native American studies
10 Art
12 Basic skills and remedial education
13 Bilingual education
17 Computer science
18 Dance
19 Drama/theater
21 English language arts
23 English as a second language
26 Gifted
28 Home economics
16 Journalism
33 Mathematics
36 Military science
37 Music
39 Philosophy
40 Physical education, health
43 Reading
44 Religion
47 Social studies/social science

Foreign languages
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign language

Science
57 Biology/life science
58 Chemistry
59 Geology/Earth science/Space science
60 Physics
61 General and all other science

Vocational education
05 Accounting
06 Agriculture
14 Business, marketing
27 Health occupations
30 Industrial arts
45 Trade and industry
50 Technical
83 Other vocational education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

84 All others

4a. What is your MAIN teaching assignment at this school, that is, the field in which you teach the most classes?

Enter your main teaching assignment field and the two-digit code from the list above. If your teaching schedule is divided equally between two fields, record either field as your main assignment for this item, mark box 1, and enter the code for the other field in question 4b.

111 ☐☐ Code — Main assignment field

112 1 ☐ Teaching assignment equally divided between two fields

b. Do you teach classes in OTHER fields at this school?

113 1 ☐ Yes
2 ☐ No

GO to item 5a.

In what field do you teach the second most classes?

Use the assignment field codes listed above.

114 ☐☐ Code

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SECTION I – MAIN ACTIVITY – CONTINUED

5a. Do you have a teaching certificate in this state in your MAIN teaching assignment field?

118 ☐ 1 Yes
☐ 2 No → *GO to item 6a.*

b. What type of certificate do you hold in this field?
Mark (X) only one box.

119
☐ 1 Advanced professional certificate
☐ 2 Regular or standard state certificate
☐ 3 The certificate offered in your state to persons who HAVE COMPLETED what the state calls an "alternative certification program"
☐ 4 Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"
☐ 5 Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
☐ 6 Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
☐ 7 Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

6a. Do you have a teaching certificate in this state in your OTHER teaching assignment field at this school?

119 ☐ 8 Not applicable; I do not have a second teaching assignment field → *GO to item 7.*
☐ 1 Yes
☐ 2 No → *GO to item 7.*

b. What type of certificate do you hold in this field?
Mark (X) only one box.

119
☐ 1 Advanced professional certificate
☐ 2 Regular or standard state certificate
☐ 3 The certificate offered in your state to persons who HAVE COMPLETED what the state calls an "alternative certification program"
☐ 4 Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"
☐ 5 Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
☐ 6 Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
☐ 7 Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

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SECTION II – TEACHING METHODS

This section asks about the teaching strategies, instructional practices, and organizational techniques you use in teaching. The information you provide is intended to describe students' educational experiences and inform future national surveys of school processes.

Think of the class for which you had primary responsibility last semester or grading period when answering the following questions. If you were responsible for a single group of students all day (such as an elementary teacher might have been), think of them as the designated class. If you were responsible for multiple classes or groups of students (such as a content area or special education teacher might have been), select your first instructional class or group of the day (not homeroom). Think of this as the "DESIGNATED" class.

TEACHING ASSIGNMENT FIELD CODES FOR QUESTION 7

General
- 01 Prekindergarten
- 02 Kindergarten
- 03 General elementary

Special areas
- 86 American Indian/Native American studies
- 10 Art
- 12 Basic skills and remedial education
- 13 Bilingual education
- 17 Computer science
- 18 Dance
- 19 Drama/Theater
- 21 English/Language arts
- 23 English as a second language
- 26 Gifted
- 28 Home economics
- 16 Journalism
- 33 Mathematics
- 35 Military science
- 37 Music
- 39 Philosophy
- 40 Physical education, health
- 43 Reading
- 44 Religion
- 47 Social studies/social science (including history)

Foreign language
- 51 French
- 52 German
- 53 Latin
- 54 Russian
- 55 Spanish
- 56 Other foreign language

Science
- 57 Biology/Life science
- 58 Chemistry
- 59 Geology/Earth science/Space science
- 09 Physical science
- 60 Physics
- 61 General and all other science

Vocational-technical education
- 05 Accounting
- 06 Agriculture
- 14 Business, marketing
- 27 Health occupations
- 30 Industrial arts
- 49 Trade and industry
- 50 Technical
- 83 Other vocational-technical education

Special education
- 67 Special education, general
- 68 Emotionally disturbed
- 69 Mentally retarded
- 70 Speech/Language impaired
- 71 Deaf and hard-of-hearing
- 72 Visually handicapped
- 73 Orthopedically impaired
- 74 Mildly handicapped
- 75 Severely handicapped
- 76 Specific learning disabilities
- 77 Other special education

- 84 All others

7. **What was the subject matter of your DESIGNATED CLASS last semester or grading period?**
Record the two digit code from the list above and the field name.

193 [ ][ ] _____

Code — Main assignment field

FORM TFS-3AN (1.11.95)

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SECTION II – TEACHING METHODS – CONTINUED

8. Which of the following describe your DESIGNATED CLASS?

Mark (X) all that apply.

- 210 1☐ Heterogeneous
- 211 2☐ Homogeneous
- 212 3☐ Remedial
- 213 4☐ Special education
- 214 5☐ Gifted
- 215 6☐ Academic/college preparatory
- 216 7☐ Advanced placement/college credit
- 217 8☐ Honors course
- 218 9☐ Vocational
- 219 10☐ Bilingual
- 220 11☐ None of the above

9. Write in your estimate of the percentage of students in your DESIGNATED CLASS who were at each level of academic ability for their age and grade. (Numbers should total 100.)

- 221 Much above the NATIONAL average _____ %
- 222 Somewhat above the NATIONAL average _____ %
- 223 At the NATIONAL average _____ %
- 224 Somewhat below the NATIONAL average _____ %
- 225 Much below the NATIONAL average _____ %
- 226 1☐ Not applicable

10. Over the past semester, how often did YOU use each of the following instructional strategies with your DESIGNATED CLASS? The strategy need not have taken the entire class period.

Mark (X) one response on each line.

	Almost every day (1)	Once or twice a week (2)	Once or twice a month (3)	Once or twice a semester (4)	Never (5)
a. Provide instruction to the class as a whole (227)	1☐	2☐	3☐	4☐	5☐
b. Facilitate a discussion (228)	1☐	2☐	3☐	4☐	5☐
c. Demonstrate a concept using the board or overhead projector (229)	1☐	2☐	3☐	4☐	5☐
d. Work with individual students (230)	1☐	2☐	3☐	4☐	5☐
e. Demonstrate a concept using a computer, videotape, or other electronic medium (231)	1☐	2☐	3☐	4☐	5☐
f. Lecture (232)	1☐	2☐	3☐	4☐	5☐
g. Work with small groups of students (233)	1☐	2☐	3☐	4☐	5☐
h. Lead question-and-answer session (234)	1☐	2☐	3☐	4☐	5☐
i. Demonstrate a concept using manipulatives, models, other tools or objects (235)	1☐	2☐	3☐	4☐	5☐
j. Administer a test or quiz for less than a full period (236)	1☐	2☐	3☐	4☐	5☐
k. Administer a test or a quiz for a full-period (237)	1☐	2☐	3☐	4☐	5☐

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SECTION II – TEACHING METHODS – CONTINUED

11. Over the last semester, how often did you emphasize the following with these students? *Mark (X) one response on each line.*	Almost every day (a)	Once or twice a week (b)	Once or twice a month (c)	Once or twice a semester (d)	Never (e)
a. Generalizing from patterns or examples	269 1☐	2☐	3☐	4☐	5☐
b. Analyzing and interpreting information	270 1☐	2☐	3☐	4☐	5☐
c. Organizing, summarizing, or displaying information	271 ☐	2☐	3☐	4☐	5☐

12. The following is a list of ACTIVITIES TO COMPLETE AT HOME or homework you might have assigned your students. Although the list is not exhaustive, most activities could be considered variations of those listed below. For each activity described below, indicate the frequency with which you assigned each over the last semester in your DESIGNATED CLASS. *Mark (X) one response on each line.*					
a. Write a journal entry	276 1☐	2☐	3☐	4☐	5☐
b. Prepare a written report	277 1☐	2☐	3☐	4☐	5☐
c. Work on problems for which there is no obvious method of solution	278 1☐	2☐	3☐	4☐	5☐
d. Read the textbook or other assigned reading	279 1☐	2☐	3☐	4☐	5☐
e. Apply concepts or principles to different or unfamiliar situation	280 1☐	2☐	3☐	4☐	5☐
f. Read supplementary material	281 1☐	2☐	3☐	4☐	5☐
g. Complete routine exercises or problems from worksheet, workbook, or text	282 1☐	2☐	3☐	4☐	5☐
h. Work on a project, gather data, conduct an experiment	283 1☐	2☐	3☐	4☐	5☐
i. Prepare an oral report	284 1☐	2☐	3☐	4☐	5☐
j. Complete a short writing assignment	285 1☐	2☐	3☐	4☐	5☐

Notes

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SECTION II – TEACHING METHODS – CONTINUED

13. Estimate the amount of time, in minutes, an average student in your class spent doing homework or activities you assigned students in your DESIGNATED CLASS to complete at home during an average WEEK.

Mark (X) only one box.

298
1 ☐ 0 minutes
2 ☐ 1–30 minutes
3 ☐ 31–60 minutes
4 ☐ 61–90 minutes
5 ☐ 91–120 minutes
6 ☐ 121–150 minutes
7 ☐ 151–180 minutes
8 ☐ 181–210 minutes
9 ☐ 211–240 minutes

14. How often do you use assessment information for the following purposes in your DESIGNATED CLASS?

Mark (X) one response on each line.

	Always (a)	Often (b)	Some-times (c)	Rarely (d)	Never (e)
a. Determining student grades or other formal progress reports	296 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Providing feedback to students	297 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Diagnosing student learning problems	298 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Reporting to parents	299 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Assigning students to different programs or tracks	300 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Planning for future lessons	301 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

15. How often did you use student portfolios in your DESIGNATED CLASS last semester or grading period for the following purposes?

Mark (X) one response on each line.

a. Training students to reflect upon and/or assess each piece of work	348 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Training students to reflect upon and/or assess their overall progress	349 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Communicating student progress to parents	350 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Determining student grades or other formal progress reports	351 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Planning for future lessons	352 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Diagnosing student learning problems	353 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Making informed decisions about student placement	354 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Making informed decisions about student graduation	355 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Providing information for program or school accountability	356 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

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Listing of NCES Working Papers to Date

Please contact Ruth R. Harris at (202) 219-1831 (ruth_harris@ed.gov)
if you are interested in any of the following papers

Number	Title	Contact
94-01 (July)	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02 (July)	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03 (July)	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04 (July)	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-05 (July)	Cost-of-Education Differentials Across the States	William Fowler
94-06 (July)	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
94-07 (Nov.)	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
95-01 (Jan.)	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02 (Jan.)	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03 (Jan.)	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-04 (Jan.)	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
95-06 (Jan.)	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-08 (Feb.)	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09 (Feb.)	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10 (Feb.)	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11 (Mar.)	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12 (Mar.)	Rural Education Data User's Guide	Samuel Peng
95-13 (Mar.)	Assessing Students with Disabilities and Limited English Proficiency	James Houser
95-14 (Mar.)	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15 (Apr.)	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16 (Apr.)	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17 (May)	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
95-18 (Nov.)	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01 (Jan.)	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-02 (Feb.)	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-03 (Feb.)	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
96-04 (Feb.)	Census Mapping Project/School District Data Book	Tai Phan
96-05 (Feb.)	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06 (Mar.)	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07 (Mar.)	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-08 (Apr.)	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-09 (Apr.)	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10 (Apr.)	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11 (June)	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12 (June)	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-13 (June)	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14 (June)	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-15 (June)	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-16 (June)	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-17 (July)	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
96-18 (Aug.)	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
96-19 (Oct.)	Assessment and Analysis of School-Level Expenditures	William Fowler
96-20 (Oct.)	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21 (Oct.)	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22 (Oct.)	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-23 (Oct.)	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24 (Oct.)	National Assessments of Teacher Quality	Dan Kasprzyk
96-25 (Oct.)	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-26 (Nov.)	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27 (Nov.)	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-28 (Nov.)	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
96-29 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30 (Dec.)	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-01 (Feb.)	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-02 (Feb.)	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03 (Feb.)	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04 (Feb.)	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-07 (Mar.)	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-08 (Mar.)	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
97-09 (Apr.)	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10 (Apr.)	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11 (Apr.)	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12 (Apr.)	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-13 (Apr.)	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
97-14 (Apr.)	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-15 (May)	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-16 (May)	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17 (May)	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
97-18 (June)	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-19 (June)	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20 (June)	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-21 (June)	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
97-22 (July)	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman

Listing of NCES Working Papers to Date--Continued

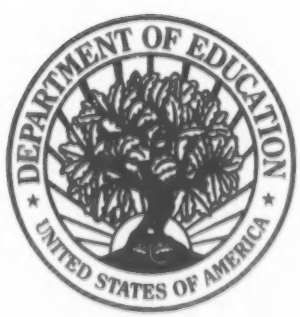
Number	Title	Contact
97-23 (July)	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-24 (Aug.)	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-25 (Aug.)	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
97-26 (Oct.)	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
97-27 (Oct.)	Pilot Test of IPEDS Finance Survey	Peter Stowe
97-28 (Oct.)	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler
97-29 (Oct.)	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman
97-30 (Oct.)	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97-31 (Oct.)	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97-32 (Oct.)	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97-33 (Oct.)	Adult Literacy: An International Perspective	Marilyn Binkley
97-34 (Oct.)	Comparison of Estimates from the 1993 National Household Education Survey	Kathryn Chandler
97-35 (Oct.)	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
97-36 (Oct.)	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
97-37 (Nov.)	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Steven Gorman
97-38 (Nov.)	Reinterview Results for the Parent and Youth Components of the 1996 National Household Education Survey	Kathryn Chandler
97-39 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Households and Adults in the 1996 National Household Education Survey	Kathryn Chandler
97-40 (Nov.)	Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey	Kathryn Chandler
97-41 (Dec.)	Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association	Steve Kaufman
97-42 (Jan. 1998)	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
97-43 (Dec.)	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
97-44 (Dec.)	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-01 (Jan.)	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98-02 (Jan.)	Response Variance in the 1993-94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
98-03 (Feb.)	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-04 (Feb.)	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
98-05 (Mar.)	SASS Documentation: 1993-94 SASS Student Sampling Problems; Solutions for Determining the Numerators for the SASS Private School (3B) Second-Stage Factors	Steven Kaufman
98-06 (May)	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98-07 (May)	Decennial Census School District Project Planning Report	Tai Phan
98-08 (July)	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
98-09 (Aug.)	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
98-10 (Aug.)	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
98-11 (Aug.)	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
98-12 (Oct.)	A Bootstrap Variance Estimator for Systematic PPS Sampling	Steven Kaufman
98-13 (Oct.)	Response Variance in the 1994-95 Teacher Follow-up Survey	Steven Kaufman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